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CHARTER SCHOOL APPLICATION

THE RIVER CHARTER SCHOOL

SUBMITTED BY:
THE SHELBURNE FALLS CHARTER SCHOOL COLLABORATIVE

P.O. Box 144
Shelburne Falls, MA 01370

DATE: FEBRUARY 15,1995

As submitted to
Commonwealth of Massachusetts
Executive Office of Education
Piedad F. Robertson, Secretary of Education
One Ashburton Place, Room 141
Boston, MA 02108

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1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

THE RIVER CHARTER SCHOOL
Proposed Charter School Name

Shelburne Falls, MA
School Location (city/town)

Contact Person

First Elizabeth Middle Castle Last Heck

Organization Shelburne Falls Community Charter School Col Address 26 Nilman Road

City Shelburne Falls, State MA Zip 01370

Telephone (413) 625-9291 Fax ( )

Founding Coalition: *(Check Box)*

Parents	Teachers	Private For-Profit Business
X	X	

Community Based Organization	Museum	Other Founding Group

Grade Level *(Check Box)*

Elementary	
Middle	
Secondary	X
Other Grade Level	

Projected Student Enrollment

Projected Student Enrollment (1st Year)	54
Projected Student Enrollment (2nd Year)	72
Projected Student Enrollment (3rd Year)	90
Projected Student Enrollment (4th Year)	108
Projected Student Enrollment (5th Year)	
Total Number of Teachers	3-FT, 2-PT+
Teacher/Student Ratio	1-18

In what type of community will the Charter School be located?

Urban School District		Rural School District	X
Suburban School District		Other Kind of Community	

Do you presently have access to a facility suitable for a school?

Yes X No

School Focus:
In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

This secondary school will focus on interdisciplinary, student inquiry leading to project based learning. The River Charter School will model the "Teaching For Understanding" framework developed by Project Zero at Harvard. The school will have a strong community connection including student apprenticeships and community and ecological problem solving.

Executive Summary (one page):
To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

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EXECUTIVE SUMMARY:

Our school is a cultural village; the hub of a wheel of experience, the spokes intersecting with the community in the realms of local government, the arts, trades, local business, the traditional high school, environmental groups and more. This secondary school will feature student led inquiry in a project based, experience based collaborative learning environment. Study areas include literature, mathematics, social studies, pure sciences, social sciences, foreign language, computer and media skills.

Our premise is that each student has a unique combination of strengths. Teaching methods will reflect Howard Gardner's research on multiple intelligences. In addition to academic courses taught in a cooperative manner, students will participate in a series of skill centered apprenticeships and community or environmentally based problem solving projects, The results of all projects will be shared throughout the school allowing each learner to become a teacher.

A team consisting of the student, parent or advocate, school representative and other adult (the apprenticeship host or other community member) will develop individualized curricula. Student work will be assessed on the basis of on-going presentations and a multi-dimensional portfolio developed throughout their tenure at the school. Standardized tests will be used to monitor performance in relation to other schools.

Our goal is to educate responsive, empowered, humane young adults who are excited by their ability to think for themselves, skilled in effective communication and experienced in functioning in the community. Graduating students will be prepared for the future of their choice, be it academic or work related. They will celebrate themselves and respect diversity in the world around them.

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PART 1

1) MISSION STATEMENT

We believe that a secondary school needs to provide a bridge to the adult world, by empowering students with skills and core understanding and by involving students in community projects and apprenticeships. Our region is rich in creative human resources: artisans, writers, educators, environmentalists, farmers, business and trades people. We will create lines of connection to the abundant areas of knowledge in our community so that students learn problem-solving, key concepts and life skills from members of the community as well as from the teaching staff. Graduating students will be prepared for the future of their choice, and will gain a clearer picture of work opportunities relating to their unique skills.

Our pedagogy stems from Howard Gardner's theory of Multiple Intelligences and the Teaching for Understanding framework developed at the Harvard Graduate School of Education. Key concepts include: (a) throughlines -- central questions of inquiry connecting the curriculum to student's lives, (b) generative topics -- school-wide themes that can be explored in depth, (c) individualized learning pathways, and (d) ongoing assessment based on performances of understanding.

We believe that teaching interpersonal skills is essential in building the school community and in preparing students for adulthood. Students will be taught to negotiate conflicts, communicate feelings and respect differences.

Networks of support interlace the school. Teachers, parents, mentors and community members take a shared responsibility for the student's learning path. In turn, the students direct their attention to the needs of their community, learning to bring their strengths into the wider world.

2) SCHOOL OBJECTIVES

A. What are the school's broad academic objectives for student learning?

1.Cultivate understandings

"Understanding is not the acquisition or having of knowledge, but is the ability to creatively and competently use and apply that knowledge in novel situations." Chris Unger, Teaching for Understanding project director

2.Educate life long learners

*Ability to organize work projects

*Critical thinking/decision making skills

* Pose probing questions
* Define a problem, hypothesize.
* Brainstorm.
* Compare, contrast and choose appropriate alternatives

* Choose relevant projects to demonstrate understanding in any given area, including math, science, social studies, literature, writing.
* Ability to organize projects, define tasks, prioritize tasks, manage time.
* Follow through with self determined alternatives.
* Produce concrete outcome (project or performance).
* Share the project with peers, curriculum team and interested community members (student becomes teacher).
* Evaluate the project.

3.Develop effective communications

* Read, write, listen, speak and observe creatively and critically.
* Ability to order thoughts and speak or write them in effective, non-judgmental language.
* Ability to define and ask questions and recognize relevant answers.
* Active listening.
* Clarifying/paraphrasing.
* Presentation skills
* Demonstrate proficiency in a second language.

4.Address multiple intelligences

* Ability for each student to define their own learning/teaching style and assign projects appropriate to their unique combination of strengths.
* Individual learning pathway negotiated with student and family involvement integral.
* Provide instruction through many channels auditory, visual, kinesthetic.
* Inviting expression through many forms; mathematical, artistic, linguistic, musical, dance, interpersonal, intrapersonal.

5.Teach skill of accessing information

* Library skills
* Computer skills, including
  - CD/ROM
  - Internet
  - Modem
* Fax
* Video
* Audio
* Interviewing

B.Describe any non-academic goals for student performance

1.Social curriculum

* Interpersonal skills to build a school community.
* Participate in mediation training and conflict resolution.
* Peer education.
* Appreciation of varied traditions and cultures.
* Appreciating of diverse strengths.

2. Become an active member of the community

* Work in small collaborative groups to discover community issues, brainstorming possible solutions and presenting findings within the school and the community at large.
* Bioregional awareness: How is our community connected to the greater region?

3.Develop skills to enter the work world

* Participate in a series of community based, skill based apprenticeships.

4.Develop individualized non-academic strengths

5.Health curriculum

* Relationship among diet, exercise, sleep, and health.
* Drug, tobacco and alcohol education.
* Stress relief.
* Intrapersonal awareness: self awareness, ability to reflect on inner states.

3) STATEMENT OF NEED

A. Why is there a need for this type of school?

The River Charter School will be located in a rural regional school district of approximately 600 square miles, the largest in the state. The regional school (grades 7-12) has a student body of over 800 drawn from nine member towns.The student population is projected to keep growing. The building was originally designed for 700 or fewer students. This has resulted in overcrowding. Teachers are stretched to their limits to cover mandated curriculum. Financial issues, building maintenance and other concerns have threatened school accreditation. The regional technical school is twenty five miles away.

There is no public school in this area that incorporates the Multiple Intelligence theory in its curriculum design. No public option currently offers work study , internships, apprenticeship or independent study programs. There is no school choice in this area.

This charter proposal addresses the need for a learning center dedicated to addressing individual needs where academic excellence can be balanced with "School -to-Work" options. Honoring the varied expressions of intelligence, we will be a model for student-centered learning. The school's commitment to service will keep students deeply involved in the community through environmental and local problem solving, the apprenticeship/internship program, and access to already established local facilities.

The River Charter School will provide alternative approaches to education. . These elements will be central to it's pedagogy:

* **Individual learning pathways**:
  The elements of each student's curriculum will be individually negotiated by the curriculum team.
* **"Teaching for Understanding":**
  The process of teaching content through interdisciplinary topics with concrete criteria for success, employing ongoing assessment through student presentations. (Appendix B)
* **Parent and community involvement:**
  "It takes an entire community to raise a child." (African Proverb). Parents will be required to volunteer four hours each month (forty hours a year) to support the school's goals. Parents and community mentors will serve on individual student's curriculum teams. Community based problem solving projects will also connect students to the regional community.
* **Teaching to Multiple Intelligences**:
  Employing the framework of Howard Gardner's theory of multiple intelligences, teachers will access a variety of techniques and channels to enable students to develop and demonstrate their understanding through diverse forms of expression..
* **Apprenticeship programs**:
  Drawing on the unique nature of this region, students will be placed in real life work situations that develop their strengths.

3B)Explain why the charter school model would be an appropriate vehicle to address this need.

This charter school is an appropriate vehicle because it has a clear vision and mandate. The governing Board of Trustees and school staff will be selected to meet it's particular purpose, and be supportive of its specific educational philosophy and goals

.

The River Charter School mandate addresses local need in the following ways:

*Use of the "Teaching for Understanding" framework and. an interdisciplinary , project-based approach will promote a deeper understanding of interconnected concepts and develop greater critical thinking skills than the more traditional fragmented curriculums.
*Pedagogy using Multiple Intelligences theory speaks to the need for academic accomplishment for students with diverse learning styles
*Longer , more concentrated time blocks for coursework within the disciplines will enable development of ability to focus on projects.

4) PROFILE OF FOUNDING COALITION:

A.Describe the make-up of the group or partnership that is working together to apply for a charter, including the names of the founders and their background and experiences.

Our group displays a broad range of talents. We consist primarily of parents who are also educators and who have been working for education at the local level for many years. Geographically, we are from four of the nine towns which represent the Mohawk Regional School District.

Bonnie Wodin, M.Ed., Mass. Certified K-8,Landscape Designer, Teaches Landscape Design and Herbology throughout the Northeast, Garden Columnist,. Writer. Parent.

Allison Cahill, Served on local Education Council 1994. Director After School Program, and Vice President of PTO at Buckland Shelburne School 1993-94. Parent.

Edward Cahill, B.A., Archaeology, Senior Operations Consultant, Phoenix Home Life. 1992-93 Shelburne Rep. School Committee, Buckland Shelburne School. Parent.

Emily Gopen, B.F.A., Mass. Artist, Dancer. Certified Pre-School, currently Charlemont representative, Local Education Council, Parent.

Sonny Crawford, M.Ed., taught French, Industrial Arts, Artist, Musician and parent.

Sandy Founds, Certified Nurse Midwife and Family Nurse Practitioner, concerned for welfare of families and children. Parent.

Steven Founds, Computer Consultant, concerned with education for children who will participate in the 21st century. Parent.

Susan Edelberg, M., L.I.S. - Library and Information Science, Librarian at Amherst College. Parent.

Lee Edelberg, B.A., Music, electrician, musician and parent.

Sarah Pirtle, M.Ed., Adjunt Faculty of U. of VT., teaching graduate courses in conflict resolution and multicultural education; Director of the Discovery Center, received five National awards for books and children's recordings including the Olive Branch Award for her young adult novel, An Outbreak of Peace. Parent.

Dan Brown, Mass. certified Elementary, fifth grade teacher - Bernardston Elementary. Member of task force, Pioneer Valley Region; National Science Foundation scholar. Parent.

Suzanne Perkins, M.Ed., Mass. Certified Secondary Social Studies and Behavioral Science, dancer and teacher.

Cheryl Hanna, B.A., Music Therapy, ten years as a music therapist. Professional musician teaching piano. Parent.

John A. Heck Jr., B.A. Human Development, co-founder Franklin Co. Lacrosse Association, Energy Conservation Specialist. Taught English at Academy of Charlemont, coach parent.

Elizabeth Heck, B.A., Psychology, Mass. certified, Secondary Social Studies, Learning Disabilities tutor, Greenfield Center School, Eagle Mt. School (specializing in reading, spelling and comprehension remediation for dyslexic students), served two year term on Buckland Shelburne School Committee, two years on Council for Aging, Founder of Concerned Parent Pledge Committee, Buckland Shelburne School, Branch Director Valley Play School, 1982-86.Parent.

Cynthia Caparaso, B.S. Music Education; in M.Ed. program, currently ,in Educational Administration at Antioch U., Executive Director Girls Club of Greenfield since 1987 ,parent.

Joy Davenport.,C.A.G.S. in Humanistic Education, approx. 31 years experience in education as administrator, director of special programs, and social science teacher in military, private and public schools.

4.B). Discuss how the group came together as well as any affiliation with existing schools, educational programs, businesses, non-profits, or any other entities or groups.

The group has been forming and growing since January 1994. We have sought a wide variety of assistance, meeting with numerous local educators for advice, and consulting with the Teaching for Understanding Project at Harvard University. We have gained the support of the principal of the local high school, and have been asked to serve on task forces set up by the PTO at that school. The Shelburne Falls Business Association has offered support and encouragement. as is indicated by their letter of support .(Appendix E).This represents a wide variety of business interests and possible internship/apprenticeship sites. Silver Birch Dance Studio in Shelburne Falls is happy to collaborate with us, building opportunities for interdisciplinary work, with dance as medium of expression.(Appendix E) A great opportunity exists for relationship with the Partnership for the Arts in Western Mass., Inc...otherwise known as the community Art Bank....This community art school will offer a wide variety of classes which we can access easily. (Appendix E) We have contacted Greenfield Community College which is considered to be one of the top community colleges in Massachusetts. They are willing to admit students of high school age for coursework., under certain conditions. It seems likely that we will be able to offer opportunities for supplementary coursework through this relationship. We are continuing to forge collaborative relationships as we develop....

C.Include any plans for further recruitment of founders or organizers for the school.

Six recent articles in local newspapers explaining our vision and seeking support from have produced many inquiries and offers of support. (West County News 11/9/94,1/27/95..Greenfield Recorder 11/9/94,1/20/95,1/25/95..,Union News (1/21/95) Our preliminary application is available through the office of the Mohawk Trail Regional High School, the Arms Library in Shelburne Falls, and the Greenfield Public Library. We held a public meeting January 18. We are circulating a flyer stating our mission, and clarifying that this will be a free, public alternative with a non-discriminatory admissions policy. All publicity has encouraged the public to read our preliminary application, and clearly asked for feedback and assistance fine-tuning our proposal. Many forms of support have been forthcoming: written and verbal suggestions, offers of computer and technical skills, professionals interested in future employment, parents seeking information about enrollment.

. People who have expressed interest in joining our planning group have been kept informed of weekly meetings. One new founding member brings 31 years of teaching experience to our group.

Our focus is currently on recruiting members for the Board of Trustees. We are seeking a diverse group of skills represented on the Board of Trustees.,a lawyer, business and financial expertise, educational experience, and varied expression of intelligence.We project that six of our original founding group will hold positions on the Board of Trustees, and that the Board will have eleven members..See 14 B for more information regarding the Board. Selected resumes of newly recruited Board Members are in Appendix F

5) SCHOOL DEMOGRAPHICS

A.Describe the area where the school will be located.

Shelburne Falls is located in the foothills on the Eastern edge of the Berkshire mountains. The Deerfield River divides the two towns, Buckland and Shelburne, that comprise Shelburne Falls.. The village was a seat of nineteenth century industry and hit upon hard times when much of the industry moved away. Today Shelburne Falls has been revived as a thriving community of artisans and crafts people, educators,professionals, farmers, trades people and business people. Because of the intrinsic beauty of the area it is a mecca for tourists from all over the world. The Deerfield River basin creates the path of the valley and runs through many of the towns in our regional district.

B.Why was this location selected? Are there other locations suitable to the needs and focus of the school?

Shelburne Falls is the hub of West County and the largest town in the 600 + square mile regional district. The public secondary school is located a mile from town. A location close to the village is sought to assure that the school remains community oriented. .Shelburne Falls is large enough to offer diversity for the apprenticeship/mentorship program, The atmosphere of the center is safe and congenial .. There are a large variety of self-employed artisans, and tradespeople within a ten mile radius of the town. Our apprenticeships will extend out to this wider community.

C.Describe any unique demographic characteristics of the student population to be served.

The student population is primarily rural, lacking easy opportunity for community and social access. A close neighbor may be half a mile away. Median family income is approximately $35,000. The population is varied in background: the "natives" mixing with many transplants from urban areas. This is due in part to the large university population that comes to the Pioneer Valley and fall in love with the beauty of the region. There is a growing population of diverse nationalities.

D.What are the school's enrollment projections for the first five years? What is the school's ultimate enrollment goal?

Initial enrollment will be 54 students , representing three grades of 18 students each. The maximum size of 108 students will be reached within four years by adding one grade a year. The advice received from consultation with several seasoned administrators has repeatedly been to start small. These enrollment caps reflect the size of the local student population.

5)E.What grade levels will be served? How many student are expected to be in each grade or grouping?

This school will serve grades 7 - 12. Year one will consist of grades 7 - 9. Content areas organized around integrated themes (generative topics) will be team taught in multi-age groupings. Focus groups, where students first gather in the morning, will be arranged according to grade level. Each focus group will have 18 students.

6) RECRUITING AND MARKETING PLAN

A.Demonstrate how you will publicize the school to attract a diverse pool of applicants.

Six newspaper articles , appearing in three newspapers, have attracted inquiries from as far as 30 miles away. We have submitted press releases and letters to the editor to obtain - publicity for the project. The newspapers that are carrying our story reach a populace residing over approximately 1,200 square miles.

*We have prepared a flyer which is being widely distributed through schools, businesses and public centers.

*A public meeting held in January was well attended by parents from two regional districts

*People who have inquired about the school are invited to join us at our meetings.

*Another public meeting will be held soon after the charter is granted, in March.

B. What type of outreach will be made to potential students and their families?

Members of the Founding Collaborative will visit the PTO's of six elementary schools and two regional secondary schools from which we are most likely to draw students. In addition we will contact the local private elementary schools within a twenty mile radius of Shelburne Falls.

Flyers will be sent to all of these schools , and posted in prominent locations throughout the area.

C.Describe efforts to recruit students without parents to advocate on their behalf.

The local Department of Social Service office in Greenfield serves Franlin County and covers a huge area. We will encourage the case workers there to inform foster parents of this opportunity

Any student who does not have parents to serve on their curriculum team will be matched with an advocate.

7) ADMISSIONS POLICY

A.Describe the admission methods and standards you will use to select students.

The River Charter School will have an open enrollment policy.

All students of age, regardless of learning style, skill level, disability, race, color, sex, religion or national origin will be eligible for admission. Previous success or failure in school will not be a determining factor.

The River Charter School will present clear program objectives to insure that a student's unique learning path can best be served by its interdisciplinary, project based format.The admissions committee will conduct interviews with every prospective student and family to gain insight into each student's learning style and ascertain the student's and family's understanding of The River Charter School's philosophy. All students and families that are eligible to be admitted to the school must each sign an agreement that they will abide by the rules and philosophy of the school as set down in the charter. Upon their formal acceptance this agreement is signed a second time.

It is essential that a student be motivated to attend The River Charter School and that their unique learning style be explored and discussed during the interview. Prospective students will share their uniqueness with the interviewers through essay, artwork, music, dance, conversation, video and/or invention. Letters of support from interested adults will supplement the application.

A parent or surrogate advocate must attend this initial interview. Parents will be asked for their goals for each student , both long and short term. Parents will be informed about required responsibilities. Each parent will donate forty hours of volunteer time annually, or four hours monthly. Each parent or surrogate will serve on the student's curriculum team. All students and families that are admitted to the school will sign an agreement to abide by the rules and philosophy of the school as described in our charter.

7.B) Describe the process and timetable to be used for admitting students, including a plan for the admission lottery for students both within and outside the district.

The River Charter School is presently recruiting interested students for admission. The admissions application is being designed. Interviewing of prospective students and their families will begin as soon as the charter is granted. A list of potential students will be available by mid April. Interviews with all students and families will take place before the lottery is held on April 15.

Students within the regional district (* see footnote) will be admitted first, as required by law, followed by students from other districts If more than 54 students apply from within the district all admissions will be made by lottery .The lottery will be by grade level and gender to ensure a balanced school population. If all of the available places are not filled from within the district a lottery for the remaining spots will be held for applicants from outside the district... All students eligible for the lottery will have completed the preliminary application process as described in Section A.

In subsequent years vacancies will be filled in existing grades first from within the district and then from outside district by lottery system. For each new class added in future years the process described above will be repeated, with preference given to students from within the district.

** footnote...Because of the nature of our rural school district we are seeking a waiver through the legislature to admit students throughout the district as though they are from the town in which the River Charter School is located. If the waiver is denied, we will give first priority to students from the town in which the school is located.

C.Explain how these policies further the mission of the school in a non-discriminatory fashion.

*Admitting students of all learning styles is in accordance with the goal of teaching to and through the multiple intelligences.

*Requesting a demonstration of each prospective student's individuality through letter or essay, video, invention, etc. speaks to the goal of learning through and teaching to the multiple intelligences.

*Selecting a Board of Trustees from the regional community speaks to the goal of creating an educational community

*Interviews and a letter of support furthers the school's mission because it will assist the admission committee in discovering the strengths of individual students.

*Requiring prospective students and parents to sign an agreement to support the philosophy of the school and abide by it's rules assures that families understand the type of program the school advocates.

8) **TIMETABLE**

February 15-March 15

*Complete selection of Board of Trustees
*Finalize Board decision making process
*Further outreach to prospective student and families and community :
-meet with PTO's
-distribute flyers
-continue publicity efforts through newspaper press releases, letters to editors
-distribute application to Frontier Regional School, Greenfield District and Mohawk offices
*Design;
-SCHOOL LOGO
- application
-parent involvement contract
-rules and philosophy contract (includes code of conduct)
-interview process, including dates
*Explore financing options for start-up funds
*Continue outreach to apprenticeship hosts
*investigate entitlement programs

March, 15 1995 - RECEIVE CHARTER

~~~~~~~~CELEBRATE THE RIVER CHARTER SCHOOL~~~~~~~~~~

March 15- April 15, 1995

*Student applications available.
*Begin student/family interviewing
*Parent involvement contracts available.
*Compile list of prospective students.
*Begin incorporation process.
*Begin insurance negotiations.
*Finalize agreement with landlord.
*Book teacher training's through Harvard's Project Zero, Hampshire Teacher collaborative, Lindamood-Bell.
*Submit prospective student list to D.O.E., by April 15, 1995.

April 15- through Spring 1995:

*Revise budget as amount of start-up funds become known.
*Advertise for teachers and staff.
*Research purchase of educational materials. texts, literature, supplies, furnishings.
*Design classroom spaces with architectural and professional guidance
*Design calendar for 1995-6 school year, coordinating with Mohawk for transportation
*Plan food program

June 1995:

*Interview and hire staff and teachers
*Plan generative topics for school year.
*Purchase equipment and supplies as funds become available.
*Revise budget and staffing (classroom aides) as Chapter 766 funds become known.
*Continue planning...
*Begin landscaping and preparing site for horticulture program

August 1995

*Move into building August 1
*Center Coordinator hired for month
*Auditing firm sets up books
*Teachers start , training , planning, coordinating curriculum (seven days are budgeted)
* Implement teacher training programs, including a two day planning session with the "Teaching for Understanding" project.

September 1995:

-------OPEN DOORS------

9) EVIDENCE OF SUPPORT:

A.Try to convey as clearly as possible the scope of community backing for the proposed charter school.

The River Charter School has wide spread community backing.. The Mohawk Trail Regional High School Principal, Phil Dzialo has repeatedly expressed his support of our efforts.(See November 19, 1994 Greenfield Recorder, West County News , Jan. 27, 1995, and his enclosed letter of support, Appendix E). The Mohawk District is doing long range planning for programatic reform , and Mr. Dzialo expresses that "I would have no problem sharing resources and philosophies and training programs with these people".(Recorder Article) Support from the local regional school includes use of facilities, opportunities to tuition students into classes and labs, possible participation in the popular music and theater program, coordination of student transportation and sharing teacher training.

The Shelburne Falls Business Association is also supportive of our efforts.(Appendix E).. They are excited by the community involvement that is integral to the school's mission. Members of the Business Association are interested in offering apprenticeships or internship sites. This is an extremely active business association which has become a model for other villages statewide.

Support has been offered in numerous forms throughout the year,: including feedback and critique, meetings with educational administrators, inquiries from parents, letters of support , signatures indicating support, and resumes from potential board members. Over a hundred people have indicated some form of encouragement or help.

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B.In tangible terms, such as a survey or letters of support, demonstrate this community support among teachers, parents, students, community leaders and others.

Appendix E. contains many eloquent letters from educators, community leaders, and parents A signature petition placed in several local businesses over gathered 50 signatures in 6 days... a sample is included. in Appendix E. The remainder could be easily accessed if the E.O.E. requests .

10) EDUCATIONAL PROGRAM:

A.Describe the educational program of the school, providing a detailed overview of curriculum objectives and content in the main subject areas.

The curriculum is both individualized and group oriented. Each student is a member of a curriculum team, the other members being the parent, or surrogate advocate, a school representative, and another adult - the mentor- who might be an apprenticeship host or interested member of the community. Students will be encouraged to select their mentor.

This team will be responsible for negotiating the student's specific areas of learning, measuring the student's successes and recommending areas of further concentration. Team members will make the commitment to remain part of the team for the student's tenure at the school (barring unforeseen circumstances).

The group oriented aspects of the curriculum have five components:

1.Focus Groups

These groups will meet daily and concentrate on:-

*Group building
*Social skills
*Communication skills
*Mediation and conflict resolution
*Study skills
*Journaling
*"Throughlines"

"Throughlines" are a component of the Teaching for Understanding framework.:. substantive questions chosen yearly and applicable the whole school community...and answered at the beginning, middle and end of the year
as a measure of developing understandings...
examples include:...

-How are politics/social changes reflected in the local cultural development ?
-How does climate or topography influence the evolution of a people?
-How does the work of your apprenticeship relate to the work you do in school?

2.Generative topics - A framework for exploration and inquiry.

. an essential element of the "Teaching for Understanding" program.

* Project based interdisciplinary subject matter chosen, with input from entire school community, with the following features in mind:
  - -Centrality to the core disciplines...math, science, social studies, literature.
  - -Accessibility to students.
  - -Connectibility to diverse topics inside and outside disciplines.
* Examples of generative topics:
  - -Change
  - -Power
  - -Patterns
  - -Cycles
  - -"Democracy and revolution in history, evolution in biology..and personal identity in literature are generative topics. Questions of fairness and topics that have recurring qualities (such as immigration) are generative" Vito Perrone (Ed. Leadership mag. Feb '94. pg 13).
* The structure of the generative topics as they flow within the disciplines is as follows:
  - -Science and Social Studies will be team taught in alternating four week blocks, three mornings a week, in extended periods of one hour and forty minutes.
  - -Literature and writing projects will be twice a week for that same time block.
  - -Math will be team taught in time blocks lasting an hour and a half.
  - -Each concentration will begin with large group work using both discussion and lecture formats.
  - - Teachers will offer concrete criteria (rubrics) for expectations of understandings to be developed, laying the foundation for individual and small group projects.

3. Apprenticeships

* Long-term projects and apprenticeships are perfect forms for engaging students in 'understanding performances' Howard Gardner (Appendix B).
* Elements of our apprenticeship program include:
  - -Laying the groundwork for developing real work skills.
  - -Presenting overviews of opportunities, including field trips to apprenticeship sites and presentations by mentors.
  - -Groundwork in interpersonal skills applies to skills needed in community.
  - -By ninth grade, students will be involved in apprenticeships approximately 4 hours a week.
  - -Apprenticeships will be run five months of the school year.
  - -Coordination between school based curriculum and apprenticeship sites to underscore shared goals in content areas.

4.Mini-Courses

* Provide another means of integration into the wider community.
* Augment the curriculum in specific areas.. examples:
    - -Languages
    - -Arts related activities
    - -Remediation opportunities
    - -Introduction to areas as foundation for deciding direction
    - -Culinary arts....help with food program
    - -Community service
    - -Movement.
    - -Stress relief
* *Are integrated into daily curriculum for one hour.
* *Coordination provided by curriculum coordinator.
* *Run for ten week blocks

5.Access to other learning centers

* Coordination with Mohawk Trail High School for additional course opportunities.
* Access to courses at Greenfield Community College.

The educational program will differ dependent on the student's grade level..The six grade levels at The River School will be divided into three levels of academic achievements:

Level One - Seventh and Eighth Graders:

* *Lay the groundwork for primary and secondary inquiry in academic subjects
* *Experience a variety of vocations and skills through field trips and mini-courses.
* Challenge students to use all seven multiple intelligences.
* Explore their immediate environment; study the history, culture, and eco-system of Western Mass.
* Become comfortable with the systems of the school, and aware of lines of support.

Level Two - Ninth and Tenth Graders

* *Continue advanced primary and secondary inquiry in all academic subjects.
* Individual students connecting with apprenticeship.
* Using a variety of intelligences in all projects.
* Becoming an involved partner in the community.

Level Three - Eleventh and Twelfth Graders

* Advanced research projects.
* Mastery of apprenticed skill.
* Mastery of the use of a couple of intelligences and familiarity with others.
* Integrated member of the community.
* Presenting mini-course to younger students.

B.What teaching methods will be used? How will this pedagogy enhance student learning?

Teaching for Understanding

* Facilitate student led inquiry; teacher as coach.
* Develop concrete criteria and goals.
* Facilitate presentation of student performances.
* Ongoing assessment.

Team Teaching

* Teaching through different channels.
  - -Verbal/linguistic
  - -Logical mathematical
  - -Visual/spatial
  - -Body/kinesthetic
  - -Musical/rhythmic
  - -Interpersonal
  - -Intrapersonal
* Staff will be selected to reflect different intelligences.

These teaching techniques enhance student learning because they address the different intelligences. Teaching for Understanding enhances learning because it focuses on students' construction of understanding rather than on transmitting the rote memorization of information. Teaching layers, such as study, thinking and social skills, lead learners toward the interconnectedness of learning and fosters understanding of how disciplines compliment and augment one another. All of these techniques stimulate a variety of senses and require that students participate rather than be passive absorbers.

11) STUDENT PERFORMANCE:

A. Describe your proposed plan to assess student performance.

*The "Teaching for Understanding" project insists that on-going assessment is a crucial element in developing understandings.

*Teachers will make clear to the students their specific criteria for demonstrating understanding. This is done at the outset, perhaps in the form of a rubric which lists the essential components of the particular objectives.

For instance, a rubric might look like this.....

What makes up a piece of good writing?

* Organized format
* Introduction
* Explanation
* Conclusion
* Clear use of vocabulary
* Proper use of grammar

The "understanding goals" will stem from the heart of the disciplines :....such as the example given in the Blythe and Perkins article....."Student will understand the features that make the Boston Tea Party like other political protests from various historical periods." (Appendix B).

The teacher and students will formulate clear goals. Information will be gathered at the beginning of each project about the knowledge each child already has. On-going assessment will take place throughout the project: Feedback from the teacher and peers, and self-evaluation will be gathered. The internet connection that is being set up by Project Zero will help students connect with feedback from students at other schools. Portfolios will be assembled to reflect the knowledge gained in a multitude of forms, with input from the curriculum team throughout the year.

We are investigating the options for other more traditional means of assessment, such as the report card. Key Renaissance School, in Indianapolis, has designed a format for a reporting system that fully encompasses the multiple intelligence philosophy. (Appendix C). We will probably use a very similar format to this.

The goal of assessment will be clear at The River Charter School. All tools will be used with an eye to the negative effects that assessment can have on self-esteem. Teachers will concentrate efforts on imparting useful and deep understandings, not on teaching to the surface level instruments of standardized testing. We will however participate in the Massachusetts Educational Assessment Program and the Massachusetts Basic Skills Testing Program as required by the State. Students will take all tests relevant to pursuing a college education, unless the curriculum team decides otherwise....

Individual assessments may be chosen, such as the Key Math, WRAT, Grey Oral, and other tests with an eye to gaining specific knowledge for individualizing programs.Final decisions on assessment will be made by the teaching team in conjunction with the Board of Directors. The Teaching for Understanding Project will help us with on-going review of our assessment procedures. Ultimately understanding is demonstrable.

B. What remediation will be available for under performing students?

The school is committed to high expectations of students, and realizes that many factors contribute to performance. Many excellent programs exist for remediation of specific issues with reading and spelling, among them the powerful program Auditory Discrimination in Depth designed by Pat and Charles Lindamood. Although used primarily among the "dyslexic" population, studies have shown remarkable results when used in regular classrooms in the primary grades. These results are echoed in the secondary years. (Appendix D) . Training money has been budgeted with this specific form of remediation in mind. The Lindamood alliance with Nanci Bell's program Visualizing and Verbalizing for Language Comprehension and Thinking has created the Lindamood Bell Network. Nanci Bell's program remediates problems of language comprehension, oral and written (appendix D). A variety of strategies have been developed that can be incorporated into classroom teaching or used intensively in a one-on-one format.

The multiple intelligence philosophy of this school acknowledges strengths and uses them as an entry point to address weaknesses. An association with the multiple intelligence network will help us strategize and help "under performing" students find the areas of strength from which to express themselves. The curriculum team will be committed to finding the means to remediating learning disabilities and less intense learning issues. On-going assessment will provide a backdrop for these decisions.

C.How will student development toward the school's stated learning objectives be measured?

The entire network of support will be engaged in on-going feedback to the student. The apprenticeship host will provide important feedback on issues of mastery of specific skills of work. The teaching team will provide information on attainment of clearly stated criteria of performance around various disciplines. The standardized tests given by the State will give information as well.

12) SCHOOL EVALUATION

A.What methods of self-assessment or evaluation will be used to ensure that the school is meeting it's stated mission and objectives?

It will be the responsibility of the Board of Trustees to make recommendations regarding evaluation of the school in achieving it's mission and objectives.

Recommendations will include but not limited to:

* Year end feedback from parents.
* Student assessment of how program is working for individuals.
* Year end evaluation by apprenticeship hosts.
* Teaching team evaluation of collaborative body of work of students, including "process folios" (footnote), standardized test results, review of individual learning plans.
* Programmatic feedback from educationsl collaborators at the " Teaching for Understanding" Program at Harvard University.
* Yearly reference by teaching team back to core curriculum developed by the State of Massachusetts.

B. How will teachers and administrators be evaluated? Describe your standards for teacher and staff performance.

Teachers will be chosen in light of specific strengths that they will bring to this program. In accordance with The River Charter School's belief in multiple intelligence theory, teachers and coordinating roles will be shared by all to give the school the greatest array of strengths.

Evaluation of staff, like evaluation of students, will reflect areas of strength and areas to be cultivated. Peer observation will be ongoing because of the frequent use of team teaching modes...Team meetings will include an agenda of regular feedback and cooperative brainstorming on improvement for all.

Teachers, as well as students, will keep a portfolio of their growth and achievements...These might include examples of student work, video, update on current research, feedback from parents or students, self evaluation. These will be reviewed by the Board of Directors in the spring of each year. Evaluation by a committee of the board will be part of each teacher's feedback.

12.B. (cont.)

The school will hold high expectations for it's teachers, supporting them in a process of growth. These expectations will include:

* Role modeling of warm, cooperative social interaction.
* Creativity in presenting information.
* Ability to communicate in area of strength.
* Concern for the environment and the areas of need for our community.
* Willingness to research and develop new strategies of education.

An on-going long term relationship with the Teaching for Understanding program will provide another source of feedback on teaching performance.

There will be a Center Coordinator for the program who is accountable and act as liaison to the Board of Directors. This position, while carrying somewhat more authority and responsibility, is not in the traditional sense an administrator.....rather a team leader.

C.How do you plan to hold your school accountable to the public and the parents of the children in attendance at your school?

The school community will consist of teams which include the parents and members of the community. Sites for community service, sites offering mini-courses, apprenticeship sites, and parents and community members will be given on-going opportunities to give feedback.

Because this school will be so closely involved with the community, it will develop clear standards in such areas as student behavior in the community, academic and non-academic objectives, and assessment.

As part of the enrollment process parents will be introduced to a format for addressing concerns, including direct lines of communication with staff, mentor, team, counselors, as well as opportunities to choose another staff member to confide in, who may not be directly involved in the areas of concern. The Board of Trustees will be open to hearing about and dealing with areas of concern that can not be resolved by the teams.

D. Discuss your plan for regular review of school budgets and financial records.

Our "Hub" coordinator will have skills that include office management ,book-keeping, computer prowess, mathematical intelligence, organization and communication.

An accountant will initially help organize financial records, and the Hub will update them on an on-going basis. All members of the teaching staff will review weaknesses in current budget, (as they translate into inadequacies in the program) and make projections of future needs. This information will be collected in January each year.

Using this data the Hub will provide monthly reports to the Board of Trustees for review. Budgets for the next fiscal year will be prepared by the Central and Hub Coordinators, and finalized at the end of each school year, following the admissions lottery and local town meeting votes which determine local per pupil expenditures.

A yearly audit, prepared by an independent auditing firm, will take place at the end of each fiscal year, which will be established in the by-laws. An annual report will be prepared using the results of this audit. Financial reporting required by the Dept. of Ed. and the E.O.E. will be submitted in August of each year, as specified by regulations.

E.Describe your system for maintaining school records and disseminating information required under public school law, including the annual report, as set forth in M.G.L. c.71,s.89.

An annual report will be prepared by the Hub and Central Coordinator, after an independent audit has been prepared. Financial reporting required by the Dept. of Ed. and the E.O.E. will be submitted in August each year as required by law.

The Board of Trustees will be updated by the Hub Coordinator or Central Coordinator on a monthly basis with a financial report.The annual report will be filed at the end of the fiscal year. Financial records will be maintained on an ongoing basis by the Hub Coordinator

Student records will be maintained by the Central Coordinator, with full confidentiality. In accordance with M.G.L c.71, s.87, the scores of any group intelligence test administered to any student shall be removed from the record of said student at the end of the school year in which such test was so administered.

Information about students will only be disseminated with parental permission

The Board of Trustees , in consultation with legal counsel, will set standards for maintaining school records and disseminating information.

These standards shall include, but not be limited to:

* Confidentiality regarding all school community members.
* A system of access that is clear and has accountability.
* Willingness to communicate well with all interested parties (i.e. town boards, local school systems, state and federal government...as well as school community.

13) HUMAN RESOURCE INFORMATION:

A.Describe the standards to be used in the hiring process, including teacher certification requirements or any other professional credentials.

The Board of Trustees will be responsible for hiring the initial teaching team of core staff.

* Standards will include:

- Demonstration of professional expertise in the subject matters for which they will be primarily responsible.
- Understanding of pedagogy laid out in the school's mission.
- Willingness to participate in training related to the school's pedagogy, including an initial training and on-going relationship with the staff at the "Teaching for Understanding" project.
- Desire to collaborate with other teaching staff, to team teach, to integrate the curriculum.
- Organization skill.
- Ability to communicate with a broad range of people.
- Commitment to a spirit of inquiry, self-assessment and growth.

B. What is the targeted staff size and teacher/student ratio:

Our current budget reflects a teacher/home group ratio of 1 to 18. Class sizes will be varied as collaborative teaching teams will shift the size and shape of classes. Students may individually enroll in classes at the local high school or community college if that is part of their negotiated learning path..Students may be involved in internships/ apprenticeships, or independent study.. These factors will influence the ultimate size of groups.

We have used a model of five full time collaborators.....covering the range of competencies in understanding in the disciplines including history, science, language arts, math and technology.

The school community extends to a large number of part time teachers and specialists offering remediation, apprenticeships, and mini courses in a full range of disciplines such as foreign languages, physical expression, art, music and theater. Specialists will be contracted as necessary in response to with individual needs.

C.What profession development opportunities will be available to teachers?

Professional development will be a central focus of our teacher support network. Initially, and with an eye to the long range, a relationship has been developed with the" Teaching for Understanding project at Harvard University's Project Zero.

* Goals of this relationship include:

-Establishing a teaching team consensus of what constitutes demonstrable "understanding".

-Establishing the pathways by which teams can foster understanding in the core disciplines.

-Networking through the Teaching for Understanding Internet, currently being organized.

-Concrete guidance in the areas of assessment using "Understanding Performances" model.

-Feedback on how our model is working, and support in making change happen.

13 C. (cont.)

The training money budgets approx. 6 days a year of interaction with the Teaching for Understanding Program. This accounts for approximately half of the first year training budget.

Other training needs will be evaluated by the teaching team with input from the Board of Trustees..

* Suggestions include:

Visualizing/Verbalizing Program designed by Nanci Bell to help teachers incorporate strong visual imagery into lessons across disciplines to connect with students who's strengths are in the visual realms. The goal of this program is oral and written comprehension. (See Appendix D).

Auditory Discrimination in Depth....A program designed by Charles and Pat Lindamood, which remediates specific reading and spelling disabilities with kinesthetic feedback, and visual imagery. (See Appendix D).

Choices offered yearly through Hampshire Educational collaborative....

Sharing training opportunities of Mohawk Trail Regional High School.
(See Appendix E....newspaper article).

D.Describe your human resource policies governing: Salaries, contracts, hiring and dismissal and benefit packages.

The human resource policy will ultimately be designed by the Board of Trustees, with legal counsel.

The initial teaching team will be hired by the Board of Trustees with thought given to the full range of abilities we desire to transmit and reflect.

In accordance with our goal of supporting all members of the school team, we are committed to a supportive benefits package including a family plan HMO and dental insurance, ten sick days, three personal days and, a variety of training opportunities. Breaks are built into each individual schedule as well as time for individual planning and team collaboration.

Our initial budget involves five full time positions with clear responsibilities for aspects of the program. Teachers salaries will be $25,000. One $30,000 salary for the Center Coordinator (curriculum, administrative) reflects greater administrative responsibilities.

Further decisions regarding contracts, hiring and dismissal will be made in policy form by the Board of Directors.

14) SCHOOL GOVERNANCE:

A.Describe the internal form of management to be implemented at your school, including any plans to contract with an outside group to manage the school.

The Board of Trustees, comprised of parents, staff, founders, community members and students, is the legal governing agent of the school. We are seeking a lawyer, an accountant, a representative of local government and an educational consultant to serve as community or parent board members. Further governance decisions will be made by the Board of Directors when it is chosen.

Decision making will be on the basis of consensus. If consensus on any decision is blocked for two consecutive meetings a 75% majority vote will overrule or outside mediation will be employed. Ultimately the Board of Trustees will incorporate a final system for decision-making in the by-laws.

Staff will meet frequently. On-going evaluation of the workings of the school will be addressed. These evaluations will be presented to the Board as needed. The Center Coordinator (Curriculum Coordinator) is directly responsible to the Board and will oversee the program.

B.How will the Board of Trustees be chosen?

Interested community members are submitting resumes to the founders. A sampling of these resumes are included in Appendix F. The Board will be comprised of 11-13 individuals demonstrating a cross-section of talents. There will be a lawyer, a financial expert, arts, health, administrative and educational expertise, and business community representation. Six founders have agreed to serve on the Board to represent the original founding group. Staff will hold one Board seat. After voting by Founders, Board appointments will be made. Official confirmation of Board membership will occur after the Charter is received.. Members of the Board will serve for three year terms..

C.Describe the roles and responsibilities of the Board.

* Interview families, year one
* Hiring and firing of staff.
* Review yearly budget., monthly financial reports
* Annual report.
* On-going evaluation of the school in relation to it's stated mission.
* Board members will chair focus committees, i.e. finance, community relations, building, staffing concerns, etc.
* Set-up and implement a grievance process.
* Other responsibilities to be determined by board.

D.Describe the relationship of the Board to teachers and administrators.

Staff members will be included on the Board for one year terms on a rotating basis. The relationship between the staff and Board will be flexible.

E. Discuss the nature of parental and student involvement in decision-making matters.

Parents and students will be involved in many ways. Students and parents may send representatives to board meetings. A path for input will be designed, so that the Center Coordinator regularly reports parental and student concerns to the Board. Involvement will be sought from both groups in choosing generative topics. The parent volunteer program will ensure lots of connection and input.

15) SCHOOL COMMUNITY

A. What type of community environment do you hope to foster at your school?

The River Charter School will create a network of board members, parents, teachers, mentors, and community members that take share in the responsibility for supporting the unique learning pathway of each student.

Additionally, teachers will be supported in their growth and development, working as a team towards a common vision. Thus a key element of the community environment will be it's interconnectedness and mutual support.

Special attention will be given to enhance that feeling of community and interrelation through the morning focus group meetings which will be designed with the explicit intention of fostering a sense of community.

A further aspect of our mission will be to direct the student's attention to the needs of our local community, offering service and their developing problem solving capabilities.

Parental involvement is woven into to our program, with parents playing many roles in the life of the school.

B.Describe the nature and extent of parent involvement in the life of the school.

Parental involvement is integral to our plan. It is an essential part of the network of support systems that guide the student through an individualized pathway. Each child will have a parent or surrogate parental advisor to serve as part of a team for the entire school involvement, insuring continuity of guidance.

All parents will serve in a minimal volunteer capacity on a yearly basis. Forty hours per year will be required. Suggestions to parent to will allow for different forms of participation.

* Suggestions will include:
    - Home-based activities.
    - School-based projects and/or mini-courses.
    - Community connection.

15. C.Describe the relationship of your school to the surrounding community and, vice versa.

The relationship of our school to the surrounding community is a central component of our mission statement. The community becomes part of the school, a cultural village extending the walls of the school, and bringing the community back into the school itself. Students attention will be directed to the needs of their particular community, helping to analyze, and problem solve at the local level. Thus the students will learn to participate in the process of a working community, preparing for the larger goal of participating in a democratic society.

16) REPLICABILITY AND DISTRICT RELATIONS

A.How will your charter school offer replicable educational models to schools in the surrounding districts?

Replicability is a key concern of the founding collaborative. We want The River Charter School's programs to be reviewed and analyzed by the educational community surrounding the school.

* Replicable components include:
  - Individualized learning pathways.
  - Teaching for understanding framework.
  - Focus group format.
  - Team teaching....collaborative project based curriculum.
  - Apprenticeships.
  - Mini-Courses.
  - Networks of support systems for students and teachers.
  - Integration with larger community.
  - Teaching to different learning styles....training teachers to consider all channels of perception when teaching...visual, auditory, kinesthetic, and intuition.
  - Consideration of multiple intelligences.
  - Portfolio assessment.
  - Commitment to valuing diversity.
  - Emphasis on interpersonal skill development.
  - Environmental, Bioregional emphasis.

'There are three secondary school systems within twelve miles of Shelburne Falls. The Mohawk Trail Regional High School is within two miles of the center of Shelburne Falls. The town of Conway, which borders Shelburne, sends its students to Frontier Regional School in South Deerfield, 15 miles away. Greenfield has ;it's own district, only 11 miles from Shelburne Falls.

Mohawk Regional Principal, Phil Dzialo, specifically mentions the collaborative opportunities we have discussed in the Greenfield Recorder, 11/9/94. (Appendix E)

B. If applicable, provide any specific programs to be provided by the charter school which would directly benefit the district.

Such programs would include:

* Training opportunities with the "Teaching for Understanding" project.
* Other training collaborations.
* Dialogue with administration and parents of regional district.
* Possible mini-course or after-school program participation.
* Sharing with the long-range planning committee of the Mohawk Trail High School which is creating it's vision for the future
* opportunity to assess this model of education

C.What efforts, if any, have you made to build rapport with the districts from which your charter school would draw students?

One of the initial goals of our group was to have a positive connection with the Mohawk Trail Regional District. This has been established through communication with the principal of the high school, conversation with PTO members and interaction with school committee and education council members.This connection is documented through their letters of support in our Appendix E.

A further goal will be to establish a similar rapport with the Frontier Regional District, the Greenfield Public School System, and local private schools.

17.BUILDING OPTIONS

A.Describe your present options for a school building.

. The River Charter School has chosen close proximity to the village of Shelburne Falls in order to access its existing educational opportunities., and to form a partnership with the community for the education of these students....

The building most easily adaptable at this juncture is a large two story aluminum sided building on Rte 2 , a two minute drive from the center of town. The 6000 sq. ft. ground floor provides easy handicapped accessibility , with bathrooms that can easily be converted The school could rent between approximatelh three thousand square feet now, expanding later into more space.The long front wall has many windows providing light and ventilation. The building was built within the last five years, offering new materials, fire-rated sheetrock The building has quite a bit of land around it, including Franklin Community Land Trust forest that has paths down to the Deerfield River.

The property can be landscaped and vegetable gardens planted as part of the horticulture program. This site offers an easy space to convert for immediate use, close proximity to town, with green space for movement, and rent within budget.

17. Cont.

The school will have easy access to the other educational facilities within the town Including.....

* Silver Birch, a dance and movement center.
* The Art Bank, a two leveled multi-faceted community art center opening in Spring of 1995.
* Arms Library.
* Memorial Hall Theater.
* Cowell Gym.
* The Teen Center.
* Artisan Studios.
* Apprenticeship opportunities.. small and large business, media.

B. Demonstrate how this site(s) would be a suitable facility for the proposed school.

This plan would enable the school to fulfill it's mission of integrating with the community. It provides an easy access from both the western and eastern parts of Franklin Co. It would allow the school to open in the Fall of 1995 with a minimum of renovation.

C.Discuss any progress or future plans for acquisition of a school building.

It is the desire of the Founding Collaborative that at some point a building could be purchased within the village. The school would profit from having a permanent home. This will be a goal of the Board, in years to come.

D.Describe financing plans, if any.

Clarification of start up funds from the state is needed to finalize the plans for borrowing start up money.

18) CODE OF CONDUCT:

A. Discuss any rules or guidelines governing student behavior.

Specific guidelines for student behavior will be developed through the Board of Trustees and include input from school staff, parents and students. These guidelines will include expectations for behavior in class , and in out of class learning situations while being tuitioned to other learning institutions, and in transit between school buildings and events on the streets of Shelburne Falls. Unacceptable behaviors such as harassment, hazing, intimidation,use of force, vandalism,and or violation of others' civil rights will be spelled out in the Student handbook. Most disagreements will be settled through a process of conflict resolution and mediation. The Board of Trustees with parent , staff and student input, will create due process for appeal.

B.Describe your school's policy regarding student expulsion and suspension.

*Students who engage in violent acts affect the personal safety of others. Bringing controlled substances, drug paraphernalia, weapons of violence and /or live ammunition to school will result in automatic and permanent expulsion in accordance with Massachusetts General Law Chapter 37H. An appeal procedure will be addressed by the Board of Trustees.

*Students who engage in sexual and / or violent or threatening verbal harassment may be suspended . Individual incidents willl be assessed by the staff and a decision made by the Board of Trustees. If suspended. upon his/her return the student will submit research and a paper on the long term effects to both victim and perpetrator caused by these behaviors.

*Students who inhibit the learning of others by their behavior will receive warnings that their behavior may lead to suspension and eventually expulsion.Early intervention by the school through mediation and counseling will be employed to prevent this occurrence.

*Parents whose students have seriously violated the code of conduct will be asked to come immediately to remove their child from school.

*A formal Handbook will inform all families of the Code of Conduct at the River Charter School.

19) SPECIAL NEEDS AND BILINGUAL STUDENTS

A. Describe how your school will accommodate special needs students?

The River Charter School will not discriminate on the basis of race, color, national-origin,creed, gender, athletic performance, special need, proficiency in English, physical or mental disability or academic achievement...as is required by law.

The school budget indicates consideration of the needs of special needs students. Special Ed. positions include learning disabilities tutors, occupational and physical therapists, a psychologist, and speech and language specialist.These positions would be on a part-time, contracted basis. The exact configuration of this staff will depend on the unique needs of the students to be served by our school. The expectations of the teaching staff will reflect the belief that learning disabilities can be remediated. Multiple Intelligence theory will direct focus to individual strengths as a path to work with weakness. High expectations will be fostered for all of our students.

The special Ed. Dept. of our district reports a special needs population of approximately 17%. If this proportion is reflected in the student body the school would start with approximately 10 special needs students in 1995-96. Advantage will be taken of any entitlement programs designed for remediation such as Chapter 1.

The founders have been assured by the State that the prototype money attached to different categories of special needs will accompany students to the school. If the needs of a student can be met, as determined by the curriculum team, they will be eligible to attend the school. The parent or advocate will be a key voice in this decision.

Our learning pathway format is designed with all children in mind, recognizing the unique intelligences that manifest in the "differently abled" population.

B.Describe how your school will accommodate bilingual students.

The school welcomes diversity in it's population. The desire to have a diverse student body will be actively advertised... The location, Western Franklin County., is full of cultural differences, but has a very small , but growing, percentage of international population. Thus the school does not expect to have very many students whose path includes E.S.L. or some other bilingual program, at least for the first year.Should the school have some students for whom these services would be appropriate,it will take the necessary steps to ensure their needs are met..

There are many local resources for the school to use in designing a bilingual program....It will be the responsibility of the Center Coordinator to access these resources.

* U. Mass - School of Education
* School for International Training - Brattleboro, VT.
* Amherst High School, Amherst, MA. Large bilingual population.
*Greenfield School System, Greenfield, MA. ..steadily growing bilingual population

20) FUNDING

A. Devise a start up budget covering the planning stage before school opening...
SEE Page 34

B Devise a 5-year budget covering projected income and planned expenditures...
SEE Page 35

21) TRANSPORTATION:

A.Discuss plans for transporting students within the local district to and from school. What, arrangements, if any, will be made with the local school committee?

The River Charter School has discussed transportation with the principal of the Mohawk Trail Regional School. It seem highly probable that students from within the district would ride the regular bus route to Mohawk, and then be transported over to the River Charter School. , only a few minutes away.

B.How will students who live outside the district be transported?

Students outside the district would have to be transported to and from school privately.

C.If you plan to implement an extended day or extended year program which requires transportation beyond what the district provides, what arrangements will be made to transport students?

We plan to lease a van(s) to transport students to apprenticeship programs. See attached budget and schedule for specifics.

SHELBURNE FALLS CHARTER SCHOOL
START-UP BUDGET EXPENSES BEFORE 9/1/95*

REVENUE

Per Pupil Revenue	$0.00
	$0.00

	MONTHLY AMOUNT		MONTHS		NUMBER		TOTAL
EXPENSES							
Salaries & Benefits							
Admin.	$2,500.00		1				$2,500.00
Teachers (daily amount)			7-days		4		$2,695.00
Support Staff							
Benefits	$3,002.00		2-Jan		Total		$1,501.00
Prof. & Ben. Liability	$250.00						$250.00
							$6,946.00
SERVICES & ACTIVITIES							
Custodian	$480.00		2-Jan		1		$240.00
Incorp. - Legal							$1,000.00
Training							$1,200.00
Marketing & Printing							$200.00
							$2,640.00
SUPPLIES & EQUIPMENT							
Furnishings							$8,000.00
Classroom & General Supp.					200 per stud.		$10,800.00
Computers							$6,500.00
Telephone	$50.00		1				$50.00
Equipment - Office							$2,000.00
							$27,800.00
PHYSICAL PLANT							
Rent	$1,600.00		2				$3,200.00
Utilities	$312.00		1				$312.00
Ins. - Property	$66.00		2				$132.00
							$3,644.00

SUB TOTAL	**$41,030.00**
RENNOVATIONS	**$8,000.00**
TOTAL EST.	**$49,030.00**

* Start-up budget was amended to reflect feed-back from State.

CHARTER SCHOOL OPERATING BUDGET
Five Year Projection

DESCRIPTION	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000
REVENUES					
Per Pupil Tuition Revenue	$340,796.00	$467,224.00	$601,002.00	$742,312.00	$764,610.00
Student Entitlements	*	*	*	*	*
Grants	Will seek Federal School to Work - Grant				
TOTAL REVENUES					
Direct Student Costs:					
Transportation	$5,720.00	$8,000.00	$9,720.00	$11,129.00	$11,783.00
Supplies	$5,400.00	$7,200.00	$9,000.00	$12,800.00	$15,000.00
Computers andMaterials	$2,000.00	$4,000.00	$5,000.00	$7,000.00	$10,000.00
Field Study (apprenticeships mini-courses)	$34,182.00	$44,982.00	$64,191.00	$74,364.00	$78,364.00
Insurance Expense	$6,017.00	$6,618.00	$7,279.00	$8,006.00	$8,806.00
Total Direct Student Costs	**$53,319.00**	**$70,800.00**	**$92,190.00**	**$113,299.00**	**$114,953.00**
Personnel: Part-time teachers - tutors, subs language	$30,280.00	$66,478.00	$86,158.00	$90,018.00	$90,613.00
Principal/Executive	$30,000.00	$30,900.00	$31,827.00	$32,781.00	$33,764.00
Teachers	$75,000.00	$103,000.00	$128,750.00	$191,219.00	$196,952.00
Clerical (HUB - teacher)	$25,000.00	$25,750.00	$26,522.00	$27,317.00	$28,136.00
Custodians	$4,800.00	$8,500.00	$19,000.00	$25,000.00	$20,600.00
Benefits	$36,035.00	$49,009.00	$73,563.00	$91,138.00	$95,953.00
Staff Development	$5,000.00	$5,000.00	$6,000.00	$6,000.00	$7,000.00
Contracted Services Springfield	$36,300.00	$49,400.00	$62,750.00	$73,100.00	$74,819.00
Total Personnel	**$242,415.00**	**$338,037.00**	**$434,570.00**	**$536,573.00**	**$547,837.00**
Occupancy					
Rent	$19,200.00	$28,800.00	$40,000.00	$52,800.00	$57,600.00
Mortgage					
Maintenance	$800.00	$1,200.00	$1,500.00	$2,000.00	$3,000.00
Utilities	$3,750.00	$5,150.00	$6,630.00	$7,678.00	$7,908.00
Janitorial Supplies	$500.00	$625.00	$750.00	$1,000.00	$1,000.00
Total Occupancy	**$24,250.00**	**$35,775.00**	**$48,880.00**	**$63,478.00**	**$69,508.00**
Office					
Supplies	$2,000.00	$2,500.00	$2,750.00	$3,000.00	$4,000.00
Equipment Rental/Maintenance	$2,000.00	$1,500.00	$1,750.00	$3,000.00	$4,000.00
Telephone/Communications	$500.00	$950.00	$1,400.00	$1,500.00	$1,500.00
Accounting & Payroll	$5,000.00	$6,000.00	$7,500.00	$9,000.00	$10,000.00
Printing & Copying	$500.00	$650.00	$750.00	$1,000.00	$1,000.00
Postage & Shipping	$1,000.00	$1,200.00	$1,400.00	$1,650.00	$2,000.00
Total Office	**$11,000.00**	**$12,800.00**	**$15,550.00**	**$19,150.00**	**$22,500.00**
Other:					
Loan Payment	$9,812.00	$9,812.00	$9,812.00	$9,812.00	$9,812.00
TOTAL EXPENSES	**$340,796.00**	**$467,224.00**	**$601,002.00**	**$742,312.00**	**$764,610.00**
EXCESS (or DEFICIENCY)					
BEGINNING FUND BALANCE					
ENDING FUND BALANCE					

* Entitlement revenue and expense will balance.
Final figures will depend on family income/eligibility.

APPENDICES:

Appendix A.	Schedules - Teachers and Students Graphics
Appendix B.	Project Zero: Teaching for Understanding Articles Multiple Intelligences Graphics on Integrated Curriculum and Multiple Intelligences
Appendix C.	Assessment form used by Key Renaissance School
Appendix D.	Article on Lindamood program "Auditory Discrimination in Depth" Article on Nanci Bell's "Visualizing and Verbalizing for Language Comprehension and Thinking" program.
Appendix E.	Newspaper articles Letters of support
Appendix F	Resumes of Potential Board Members

Appendix A. Our Schedules

SHELBURNE FALLS CHARTER SCHOOL

(Arrival dependend on district)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:35 am	Home Groups	Home Groups	All Home Groups 8-9	Home Groups	Home Groups
8:45 - 10:25 am	Generative Topics (A) 4 week blocks Alt:- Science Social Studies	Generative Topics (B) Literature/Writing combined	(A) Social Studies Science alternative	Literature/Writing combined	Social Studies Science alternative
10:25 - 11:00 am	MOVEMENT OPTIONS	THROUGHOUT TOWN			
11:00 - 11:55 am	MINI-COURSES THROUGHOUT TOWN				
11:55 - 12:30 pm	Lunch	People leave for apprenticeship Others, Math	Lunch	People leave for apprenticeship Others, Math	Lunch
12:35 - 2:00 pm	Math		Math		Math
2:00 - 2:15 pm	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL
2:15 - 2:30 pm	BREAK	BREAK	BREAK	BREAK	BREAK
2:30 - 3:45 pm	TEACHERS PLAN PROJECTS TOGETHER				

SHELBURNE FALLS CHARTER SCHOOL

CENTRAL COORDINATOR (Math and Organizational Skills)

8:30 - 4:30

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:30 AM	Arrive				
08:40 AM	Program overview - Kids to Mohawk Circulate to classrooms, help with projects Contact mentors, internship Coordinate - schedule, order supplies Curriculum overview				
10:25 AM	Cover office 35 minutes or 1 hour.				
11:00 AM	Break				
11:35 - 12:30 PM	Office or lunch	Transport to Apprenticeship Break		Transport to Apprenticeship Break	
12:35 - 2:00 PM	Teach Math	Transport	Teach Math		Teach Math
2:00 - 2:15 PM	Cover break				
2:15 - 2:30 PM	Take a break				
2:30 - 3:45 PM	Office & Team Planning	Office & Team Planning	Office & Team Planning	Office & Team Planning	Office & Team Planning
	Team meetings - academic	Team meetings - academic	Team meetings - academic	Team meetings - academic	Team meetings - academic
3:45 - 4:30 PM	Coordinator Activities - Team Meetings				

SHELBURNE FALLS CHARTER SCHOOL

HUB - MATH & COMPUTER
7:15 AM - 3:15 PM

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:15 - 8:40 am	Planning morning HUB Duties	Planning morning HUB Duties	Planning morning HUB Duties (parent vol.?)	Planning morning HUB Duties	Planning morning HUB Duties
8:40 - 10:25 am	Real Math" in office 8 - 10 kids	Real Math" in office 8 - 10 kids	Real Math" in office 8 - 10 kids	Real Math" in office 8 - 10 kids	Real Math" in office 8 - 10 kids
10:25 - 11:00 am	BREAK				
11:00 - 11:55 am	Computer Mini-Course in office 4 - 8 kids	Computer Mini-Course in office 4 - 8 kids	Computer Mini-Course in office 4 - 8 kids	Computer Mini-Course in office 4 - 8 kids	Computer Mini-Course in office 4 - 8 kids
11:55 - 12:30 pm	Office coverage or Lunch Duty (Could switch)				
12:30 - 2:00 pm	Team Teach Math in classroom	Team Teach Math in classroom	Team Teach Math in classroom	Team Teach Math in classroom	Team Teach Math in classroom
2:00 - 2:15 pm	BREAK WITH COVERAGE				
2:15 - 3:15 pm	Office & Team Planning	Office & Team Planning	Office & Team Planning	Office & Team Planning	Office & Team Planning

SHELBURNE FALLS CHARTER SCHOOL

HOME GROUP A
GUIDANCE COORDINATOR

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 - 8:35 am	Home Groups	Home Groups	All Home Groups	Home Groups	Home Groups
8:45 - 10:25 am	Science/Social Studies Team Teach Gen. Top.	Literature/Writing Team Teach Gen. Top.	Science/Social Studies Team Teach Generative	Literature/Writing Team Teach Generative	Science/Social Studies Team Teach Generative
10:25 - 11:00 am	BREAK WITH STUDENTS AT GYM, OUT DOORS, MOVEMENT, INVOLVEMENT				
11:00 - 11:35 am	LUNCH - OWN BREAK				
11:35 - 11:55 am	Paperwork or supervise lunch set-up				
11:55 - 12:30 pm	Lunch with kids - Homegroups				
12:30 - 2:00 pm	Math - Team Teach	Cover office/Guidance Groups	Math - Team Teach	Cover office/Guidance Groups	Math - Team Teach
2:00 - 2:15 pm	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL
2:15 - 2:30 pm	BREAK	BREAK	BREAK	BREAK	BREAK
2:30 - 3:45 pm	TEAM PLANNING - GUIDANCE				

SHELBURNE FALLS CHARTER SCHOOL

HOME GROUP B
PROJECT COORDINATOR (Science/Math)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 - 8:35 am	Home Groups	Home Groups	All Home Groups	Home Groups	Home Groups
8:45 - 10:25 am	Team Teach Generative	Team Teach Generative	Team Teach Generative	Team Teach Generative	Team Teach Generative
10:25 - 11:00 am	BREAK WITH STUDENTS AT GYM, OUT DOORS, MOVEMENT, INVOLVEMENT				
11:00 - 11:35 am	LUNCH - OWN BREAK				
11:35 - 11:55 am	Paperwork or supervise lunch set-up				
11:55 - 12:30 pm	Lunch with kids - Homegroups				
12:30 - 2:00 pm	Cover office/Guidance Groups	Math - Team Teach	Cover office/Guidance Groups	Math - Team Teach	Cover office/Guidance Groups
2:00 - 2:15 pm	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL
2:15 - 2:30 pm	BREAK	BREAK	BREAK	BREAK	BREAK
2:30 - 3:45 pm	TEAM PLANNING - PROJECTS				

SHELBURNE FALLS CHARTER SCHOOL

HOME GROUP C
COMMUNITY COORDINATOR (Language Arts Specialist)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45 - 8:35 am	Home Groups	Home Groups	All Home Groups	Home Groups	Home Groups
8:45 - 10:25 am	Team Teach Gen. Top. Science/Social Alt.	Lead Team Teach Writing/Literature Lang	Team Teach Gen. Top. Science/Social Alt.	Lead Team Teach Writing/Literature Lang	Team Teach Gen. Top. Science/Social Alt.
10:25 - 11:00 am	BREAK WITH STUDENTS AT GYM, OUT DOORS, MOVEMENT, INVOLVEMENT				
11:00 - 11:35 am	LUNCH - OWN BREAK				
11:35 - 11:55 am	Paperwork or supervise lunch set-up				
11:55 - 12:30 pm	Office coverage or Home Group lunch				
12:30 - 2:00 pm	Remediation Team or Team Teach	Supervise Study Groups Planning	Supervise Study Groups Planning	Remediation Team or Team Teach	Remediation Team or Team Teach
2:00 - 2:15 pm	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL
2:15 - 2:30 pm	BREAK	BREAK	BREAK	BREAK	BREAK
2:30 - 3:45 pm	TEAM PLANNING	TEAM PLANNING	TEAM PLANNING	TEAM PLANNING	TEAM PLANNING

Appendix B. Project Zero.

Select one or a set of intelligences to focus on in a unit of study or a single lesson.

Logical/Mathematical Intelligence

Often called "scientific thinking," this intelligence deals with inductive and deductive thinking/reasoning, numbers, and the recognition of abstract patterns.

Verbal/Linguistic Intelligence

This intelligence, which is related to words and language (written and spoken) dominates most Western educational systems.

Visual/Spatial Intelligence

This intelligence, which relies on the sense of sight and being able to visualize an object, includes the ability to create internal mental images/pictures.

Intrapersonal Intelligence

This intelligence relates to inner states of being, self-reflection, metacognition (i.e. thinking about thinking), and awareness of spiritual realities.

7
WAYS OF KNOWING

MULTIPLE INTELLIGENCES

Body/Kinesthetic Intelligence

This intelligence is related to physical movement and the knowings/wisdom of the body, including the brain's motor cortex, which controls bodily motion.

Interpersonal Intelligence

This intelligence operates primarily through person-to-person relationships and communication.

Musical/Rhythmic Intelligence

This intelligence is based on the recognition of tonal patterns, including various environmental sounds, and on a sensitivity to rhythm and beats.

From *Seven Ways of Knowing: Teaching for Multiple Intelligences*, David Lazear, Skylight Publishing, Inc. 1991.

HOWARD GARDNER on Learning for Understanding

BY ELIZABETH DONOHOE STEINBERGER

Howard Gardner has challenged not only the ways in which we see ourselves and our children, but also the ways in which we teach and learn.

His book *Frames of Mind*, published in 1983, forwarded his theory of multiple intelligences, which shook the bedrock of traditional cognitive psychology by advocating that each individual is smart in many more ways than can be measured by conventional IQ tests.

In 1991, Gardner attracted national attention in *The Unschooled Mind* by arguing that even the best students in the best schools leave the classroom with flawed theories about how the world works and why people do what they do. Gardner, a professor at Harvard University's Graduate School of Education, believes that schools have substituted various proxies, such as Carnegie units and other credentials, for genuine knowledge, understanding, and achievement.

An author of a dozen books, Gardner has worked with victims of brain disease at the Veterans Administration Medical Center in Boston as well as with highly artistic children at Harvard. Most recently he has directed his efforts toward ATLAS (Authentic Teaching, Learning, and Assessment for all Students), a collaborative project supported by the New American Schools Development Project.

How are teaching and learning being reshaped in ATLAS communities? Gardner describes the reforms he believes are needed for genuine student understanding and achievement in an interview with *The School Administrator*.

You have suggested that one of the most striking aspects of educational reform has been the silence about educational purpose. What do you see as being the purpose of schooling in today's world?

Gardner: We managed to go through several years of reform by focusing on things where there probably wasn't going to be a huge amount of disagreement. One point of agreement was that we need to have kids who have basic skills and who work hard—that was not very controversial. A second was that if we want teachers to be professional, they have to have more control over their lives and what happens in schools. That was not terribly controversial either.

My analysis suggests, however, that ultimately we have to bite the bullet and say what schooling is for and ask how we know whether we are achieving that. So a couple of years ago, I bit the bullet and said the purpose of education is to enhance students' understanding.

This, in itself, is not controversial, either. But when you ask what is understanding and how do you know whether you have achieved it, these questions become very controversial.

What do you mean by "understanding"?

Gardner: Let's say, for example, you have 16 Carnegie units or that you get a certain score on a standardized test. Can I assume then that you understand something? You might say, "Sure, because those tests test for understanding." But here's where things get really interesting.

Research indicates that most students in most schools, including our best students in our best schools, do not really understand. And you say, "What? The students who get A's, who get good scores on the College Boards, and who go to Ivy League schools don't understand?"

Let me give an example from the sciences. When you ask students who get very high grades and go to very good colleges to explain a physical phenomenon, not only can they not explain it but they actually give the same sort of explanations that four- and five-year-olds give.

In mathematics, kids learn how to plug numbers into a formula, but when you give them a problem they have not seen before, most students do not know how to use the formula to solve the problem. In the social sciences, arts, and humanities, a student may well be able to express a complex phenomenon they have encountered in school or a text, but when something complex happens in the real world, they give very simplistic explanations.

This is where my definition of understanding comes in. I consider an in-

dividual to have understood when he or she can take knowledge, concepts, skills, and facts and apply them in new situations where they are appropriate. If students simply parrot back what they have been told or what they have read in a textbook, then we do not really know whether they understand.

We can only really determine whether a student understands when we give the student something new and they can draw upon what they have learned to help answer a question, illuminate a problem, or explain a phenomenon to someone else.

Where do students get these simplistic notions about their world?

Gardner: They get them pretty much on their own by being human beings, by having brains, and by trying, during their early years, to make sense of the world. Kids develop very powerful theories about the world when they are young—theories about matter, mind, and life. A theory about matter, for example, is that sweaters keep you warm so they must have warmth in them. But when you leave a sweater outside, it stays cold.

"Many of a child's theories are totally intuitive..."

Many of a child's theories are totally intuitive and totally wrong. They are developed without a lot of help, without a lot of teaching. And that is what I call the "unschooled mind," the mind that is developed without any formal education. It is a wonderful mind. However, if all of these ideas were correct, we would never have had to develop disciplines or teach children new things because they would come to school entirely equipped.

How do teachers and administrators take the unschooled mind and help the child understand the world and the way people are?

Gardner: According to the work I have done, these early theories are deeply engraved into our mind. Because many of them are wrong, the purpose of school ought to be to change the engraving so that it is more accurate. Instead what happens is that the engraving gets covered with a very fine powder—the stuff that school is trying to teach.

If you peek into the mind in school, it looks pretty good because you just see the powder. But beneath the powder, the engraving is unaffected. And when you leave school and slam the door for the last time, the powder blows away and the initial engraving is still there. In other words, the unschooled mind is relatively unaffected by school once the individual gets out of the school context.

Howard Gardner with son Benjamin.
Photo by Rick Friedman/Black Star

Although we need teachers and textbooks, they often are not enough. Unless you really confront students' notions about the world and figure out why they believe these theories and what could convince them they are wrong, they will continue to hold onto those ideas.

And so you can simulate things. You really have to help kids challenge the ideas they have. If you leave a sweater outside every day of the year and have kids take the temperature of the sweater everyday, that is going to affirm the notion that the sweater is not inherently warm. You take their stereotypical ways of thinking very seriously, recognize their misconceptions, and deal with them directly. Are there other ways?

Gardner: There are. These include two institutions I am very interested in. One is an old institution—the apprenticeship. The other is a new institution—the children's museum.

Now I'm not talking about the surface features of apprenticeships and children's museums—with apprenticeships, seven years of indenture and sweeping the floor, or with children's museums, a place you go to on weekends to see big fountains and eat ice cream. I'm talking about the educational wisdom that is embedded in each of these institutions.

In an apprenticeship, you hang around somebody who is an expert, a mentor. You see that person use his or her knowledge in action everyday. Here is where we can get into the marrow of schools.

And what about the educational wisdom embedded in children's museums?

Gardner: What's amazing about children's museums is that you can take kids who seem like total dolts in school and put them in children's museums and suddenly they become very intelligent. They inquire, explore, experiment. They learn things, approach things in their own way, and do their own kind of reflection about what is going on.

I've seen 50 to 60 kids totally engaged and working in a children's museum without any adult around. You don't often see that sort of thing in schools.

Both apprenticeships and children's museums suggest that students go outside the traditional school setting. How can we bring more of this type of learning into the classroom?

Gardner: It's really bringing the habit of mind and the practices associated with those institutions closer to classrooms. If teachers think of themselves as role models—actually using the literacies of their discipline, thinking historically, and carrying out experiments—kids will see that what they are learning really does have a use.

The single most important thing that a superintendent, principal, or teacher can do is to show that learning

and knowledge and understanding are important to them. If they can do that, they have crossed the most important river. And if they do not have the time to do that, they are destined to fail in the area of genuine understanding, no matter how clever they are and how good they are with budgets. If they do not communicate that learning and understanding are central, they cannot possibly be effective.

So administrators and teachers can serve as experts in learning for the apprentice student?

Gardner: Yes, but it's not that important that the teacher be the total expert. Teachers shouldn't feel badly if they don't know all the answers. They should feel badly if they cut off the questions.

Children learn a lot when teachers say they don't know—as long as teachers also ask questions, such as how can we figure this out, who can we go to, where could we look it up? What is important is that the teacher, at his or her level of understanding, demonstrate how to learn and use what he or she has learned.

Let's turn the tables a bit. You have talked about how children develop flawed theories about how the real world works. What are some of the flawed theories about schools, about how children develop and how they learn?

Gardner: Everybody—you, I, administrators, and teachers—has flawed notions about school. Perhaps the most profound one is that school has to be the way we adults remember it. Most people feel that if they sat still with worksheets in front of them and handed work in on time, then that's the way school should be.

I'm not saying schools like that are necessarily disastrous, but I can say with great confidence that this type of learning doesn't work any more.

Another flawed notion is that the teacher is the person who is smart and has all the knowledge and the child is an empty vessel in whom that knowledge is poured. Still another is that kids are bright or dumb. They are born that way and there isn't much you can do about it. The purpose of school, then, is to figure out who the bright ones are and push them through as quickly as possible and to sort out the dumb ones because you really can't do much about them.

And then there's the notion that you have to control things at all times, and that kids have to be kept down because as soon as you turn your back, they'll throw something at you.

You said that some of these flawed notions play out in the ways children are labeled as being smart or dumb. How does your theory of multiple intelligences counter such labels?

Gardner: The notion of intelligence as being a single thing is actually less than 100 years old, but it has exerted enormous influence in this country and others as well.

My research led me to a different perspective. I observed that with both children and brain-damaged patients, strength in one area simply did not predict strength in another area. If I tell you, for example, that somebody is good in music, you can't tell me whether or not he or she will be good with language or science or understanding other people.

My argument is that in evolution we have developed a brain and a mind that can analyze lots of different information. And while every brain and mind can do that, probably no two brains and minds have exactly the same configurations of intelligences.

What does this mean for school?

Gardner: What we have been doing is to teach and assess everybody as though each has the same kind of mind. In school, we appeal to people who have what I call a blend of superficial language and logic—people who are quick and glib and who can talk fast and reason pretty well.

As long as these people stay in school, they do well. But once they walk out into the street, they discover that the skills they have are really not any more essential than other skills for surviving in the world.

If you take the notion of individual differences and multiple intelligences seriously, you have to ask several questions: What curricula do we offer kids? To what extent do we try to configure curricula to children's ways of learning? What kind of assessments should we use to find out whether kids really understand?

There's no reason why everyone has to learn history or math in the same way. And there is no reason why we have to be assessed in the same way. We have different kinds of minds. If I understand a mathematical principle and I can show you it one way, it's really not important that I show it to you in another way.

How can schools test for and appeal to so many different intelligences?

Gardner: A lot of intelligences really can't be tested for, in the sense we usually use the word "test." What we need to do is to create school environments where you can observe a lot about what kids are good at, what interests them, and where they show substantial growth—environments that, in many respects, resemble children's museums.

Where might school administrators and teachers start?

Gardner: Within the educational context, I believe we need to start with the child's strengths. If a child is afraid of a particular area or not very good in an area, the best way to work with that child is to use an area of strength as an entry point.

This not only increases the chances that the child will find some way to the concept—after all, there are many windows in the same room—but, at the same time, it gives the child a sense of what it means to be an expert because an expert is able to think about things in more than one way.

We also might begin to observe children when they are young and share our observations with the children, their parents, and subsequent teachers. In the end, however, we have to be responsible for our own education, and this means knowing what sorts of things we are good at and how we learn best.

Are there model schools that are successfully implementing these practices?

Gardner: There is the Key School in Indianapolis, which is organized

ound the idea of multiple intelli-ences. One thing that excites people bout the Key School is that the chil-lren there are very metacognitive. he children say, "Well, I learn about tuff in this way." They get very angry hen the teacher insists on doing hings only his or her way.

Another example is a high school n East Harlem in New York City. The ids, who have had many strikes gainst them, are learning a progres-ive curriculum and working hard. Graduation is by exhibition, not by est scores. Eighty percent of the kids raduate and go on to colleges.

We also have a new project, cur-ently funded by the New American chools Development Corporation, alled ATLAS, (Authentic Teaching, earning, and Assessment for all Stu-lents). It is a consortium among Ted izer's Coalition of Essential Schools t Brown University, Jim Comer's chool Development Program at Yale Jniversity, the Education Develop-nental Center in Newton, Mass., vhich is run by Janet Whitla, and my wn group at Harvard, Project Zero.

How does ATLAS propose to restruc-ure schooling?

Gardner: At the very center of ATLAS s the child. Education is personalized nd makes sense to the child. Students graduate not because of Carnegie nits but because they can exhibit nowledge and understanding of vhat is important.

The curriculum grows out of essen-ial questions human beings have sked since the beginning of time. The focus is on uncoverage—not cov-rage. Less is more, so kids can go nto things deeply.

Also at the center are authentic earning experiences. These are prac-ices that aren't done just to satisfy a tate requirement or because it was lone to you, but rather practices that ou can justify because kids are going o learn from them. It's very impor-ant in ATLAS schools that you have lexible policies so that experimenta-ion is allowed.

In the very early stage of develop-ng an ATLAS school, we emphasize he creation of organizational man-gement structures where everybody n the community who has a stake in the school gets together and talks and argues and reaches a consensus, with-out blame, about what the important things in the school are, about how to achieve them, and about how to make sure everybody is on board.

What can superintendents, principals, teachers, and parents do to cultivate authentic learning and genuine un-derstanding in their own schools?

Gardner: It's easy to sit at Harvard and tell everybody else what to do. I'm mindful of the enormous prob-lems faced by so many teachers and administrators. They are problems that I frankly would not know how to handle.

That being said, I don't think there is any way for people in American schools today to be successful unless they are focused on the education of kids. Schools have to decide what to leave out, what's not important, what's the bonus you can do later, and then really focus on what I call the meat and potatoes. This means tack-ling important questions and reach-ing deep understanding.

If people don't want understand-ing, they have no reason to defend what they are doing except to say they are keeping kids off the streets. And since shootings go on in schools, too, keeping kids off the streets is not such a huge deal.

Once you decide that understand-ing is your focus, then how you think about everything changes, including the notions of curriculum and cover-age. Understanding takes time, and the greatest enemy of understanding is coverage. If you are determined to cover everything, you guarantee that most kids will not understand.

I find it incredible that we have so many educational leaders—from chief state school officers to gover-nors to presidents to secretaries of ed-ucation—and none of them talks about what seems to be the most ele-mentary thing: If kids don't under-stand, then what are we doing?

Elizabeth Steinberger is a free-lance writer and educational researcher based in Leesburg, Va. The complete interview with Howard Gardner is available on audiocassette for purchase To order, see the reply card within this article.

For more information, circle 84 on Reader Service Card

Putting Understanding Up Front

David Perkins and Tina Blythe

A simple four-part framework gives teachers a language and strategy for enhancing their efforts to teach for greater understanding.

In Braintree, Massachusetts, a mathematics teacher asks his students to design the floor plan of a community center, including dance areas and a place for a band. Why? Because the design involves several geometric shapes and a defined floor area. The students must use what they have studied about area to make an effective plan.

In Newton, Massachusetts, a literature teacher asks her students to reflect on and write about their own growing-up process. Why? Because the students will soon be reading *Their Eyes Were Watching God* (by Zora Neale Hurston) and focusing on the central character's development from child to adult.

© John Boss

In Sudbury, Massachusetts, science students prepare presentations that explain their position on whether or not the President should sign an international environmental protection treaty. Why? Because creating these statements engages students in applying and evaluating a number of scientific perspectives concerning global warming.

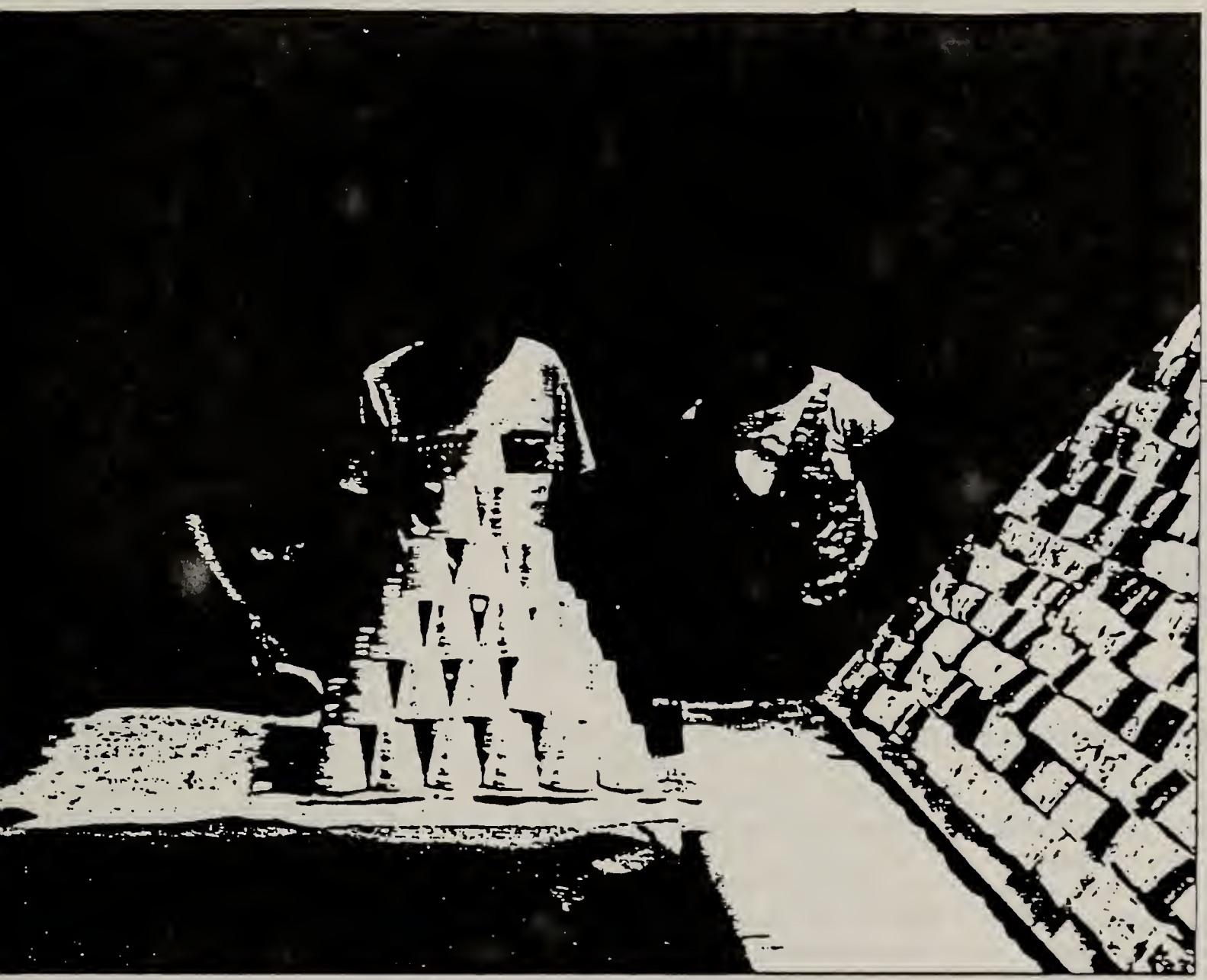
Anyone alert to current trends in teaching practice will not be surprised by such examples. They illustrate the committed effort to engage students more thoughtfully in subject-matter learning—drawing connections between students' lives and the subject matter, between principles and practice, between past and present.

Yet there is something different about the examples given—not what appears on the surface but what lies behind them. These three teachers created their plans with the help of a simple framework developed as part of an ongoing collaboration between teachers in the Boston area and researchers at the Harvard Graduate School of Education. Members of the Teaching for Understanding Project, a five-year effort funded by the Spencer Foundation, have investigated the nature of understanding, developed an approach to teaching for understanding, and tested it in a variety of classroom situations over the past four years. In collaborations with 60 middle and high school teachers, we learned much from meeting together, developing curriculum, conducting experiments, observing and talking with students, and writing case studies. The results of this work are summarized in this article and the five that follow.

We All Teach for Understanding, But ...

Our early research was energized by the fact that most teachers could testify to the importance of teaching for understanding—and to the difficulty of the enterprise. Teachers were all too aware that their students often did not understand key concepts nearly as well as they might. Research affirms this perception. A number of studies have documented students' misconceptions about key ideas in mathematics and the sciences, their parochial views of history, their tendency to reduce complex literary works to stereotypes, and so on.

In response to these challenges, teachers look for ways to help their students develop better understandings. They strive to explain clearly. They look for opportunities to clarify. They often pose open-ended tasks such



When students carry out applications in a thoughtful way, they build "performances of understanding." Here the topic is ancient Egyptian civilization.

Among the many agendas of education, surely understanding must rank far up on the short list of high priorities.

as planning an experiment or critiquing television commercials—tasks that call for and build understanding.

While these signs encouraged our work, we also became conscious of a paradox: Despite their attempts, teachers were still dissatisfied with students' understanding. And researchers were still finding rampant lack of understanding in students. Why the gap?

Several factors appear to be at work. First, our teacher-collaborators helped us to realize that teaching for understanding is only one of many agendas. Most teachers distribute their effort more or less evenly over that and a number of other objectives. Second, the schools in which teachers work and the tests for which they prepare their students usually offer little support for teaching for understanding. Third, questions of strategy arose: What curriculums, activities, and assessments would best support teaching for understanding day in and day out?

In addressing the first two factors, administrators and teachers need to weigh carefully the importance of teaching for understanding. We firmly believe that understanding deserves special attention. This does not mean that we deny the importance of other educational goals. For instance, a number of routine skills regarding arithmetic, spelling, and grammar certainly need development. But what use are students to make of the history or mathematics they have learned unless they have understood it? Among the many agendas of education, surely understanding must rank far up on the short list of high priorities.

As to the matter of strategy, we sought to develop a perspective that would help teachers to "put understanding up front." It would encourage them to give even more attention to understanding than they already do and help them with strategies for doing so.

What Is Understanding?

At the heart of teaching for understanding lies a very basic question: What is understanding? Good answers are not at all obvious. To draw a contrast, we all have a reasonable conception of what *knowing* is. When a student knows something, the student can bring it forth upon demand—tell us the knowledge or demonstrate the skill. Understanding is a subtler matter, which goes beyond knowing. But how?

To answer this question, we have formulated a view of understanding consonant with both common sense and a number of sources in contemporary cognitive science. Our "performance perspective," in brief, says that understanding is a matter of being able to do a variety of thought-demanding things with a topic—like explaining,

finding evidence and examples, generalizing, applying, analogizing, and representing the topic in a new way.

For example, if a student "knows" Newtonian physics in the sense of being able to apply equations to routine textbook problems, we would not be convinced that the student really understands the theory. But suppose the student could find examples in everyday experience. (Why do football linemen need to be so big? So they will have high inertia.) Suppose the student could make predictions that would illustrate the theory. (Imagine a bunch of astronauts out in space having a snowball fight. What happens if they throw and get hit by snowballs?) The better the student could handle a variety of thought-demanding tasks concerning Newton's theory, the readier we would be to say that the student understood.

In summary, understanding is being able to carry out a variety of "performances" that show one's understanding of a topic and, at the same time, advance it. We call such performances "understanding performances" or "performances of understanding."

Is every student performance an "understanding performance"? By no means. While understanding performances can be immensely varied, by definition they have to take students beyond what they already know. Many performances are too routine to be understanding performances—true-and-false quizzes, standard arithmetic exercises, and so on. Such routine performances have their importance, too, but they do not build understanding.

How Can Students Learn for Understanding?

How do you learn to roller skate? Certainly not just by reading instructions and watching others, although these may help. Most centrally, you learn by skating. And, if you are a good learner, by *thoughtful* skating: you pay attention to what you are doing, capitalize on your strengths, and work on your weaknesses.

It's the same with understanding. If understanding a topic means building up performances of understanding around that topic, then the mainstay of learning for understanding must be actual engagement in those performances. The learners must spend the larger part of their time with activities that ask them to generalize, find new examples, carry out applications, and work through other understanding performances. And they must do these things in a thoughtful way, with appropriate feedback to help them to perform better.

This agenda becomes urgent when we think about how youngsters typically spend most of their classroom and homework time. Most school activities are *not* performances that demonstrate understanding: Rather, they build knowledge or routine skills. Moreover, when students do tackle understanding performances such as interpreting a poem or designing an experiment, they commonly get little guidance about criteria, little feedback before the final product to help them make it better, and few occasions to reflect on their progress.

In summary, even though teachers are trying, typical classroom practice does not give a sufficient presence to thoughtful engagement in performances that show understanding. To get the understanding we want, we need to put understanding up front. And that means putting thoughtful engagement in understanding performances up front!

A Four-Part Framework

We have developed a framework that provides teachers with a language for planning and discussing their approach to a particular topic or an entire course. The framework highlights four key concepts.

1. *Generative topics*. Not all topics (concepts, themes, theories, historical periods, ideas, and so on) lend themselves equally to teaching for understanding. For instance, it is easier to teach statistics and probability for understanding than quadratic equations, because statistics and probability connect more readily to familiar contexts and other subject matters. It is easier to teach for understanding about the Boston Tea Party than about colonial tax policies, because the Boston Tea Party dramatizes issues around colonial tax policies. In general, we look for three features in a generative topic: centrality to the discipline, accessibility to students, and connectability to diverse topics inside and outside the discipline.

Many teachers have emphasized that anything can be taught for understanding—even quadratic equations! It's just a matter of good teaching. We agree. But some topics are more central to the discipline, more accessible, and more connectable than others. These topics should form the core of the curriculum.

However, many teachers feel restricted to established curriculum: particular topics must be taught.

Understanding is being able to carry out a variety of "performances" that show one's understanding of a topic and, at the same time, advance it.

regardless of their generativity. One solution is to give a topic a more generative cast by adding a theme or a perspective—for example, teaching *Romeo and Juliet* as an exploration of the generation gap, or teaching about plants to illustrate that all living things are interconnected.

2. *Understanding goals.* The trouble with generative topics is that they are almost too generative. Each topic offers the opportunity to develop many different understandings. To create focus, teachers have found it useful to identify a few specific understanding goals for a topic. It has also proven helpful to list these goals in phrases of the form, "Students will understand that ..." or "Students will appreciate that...."

Suppose that the topic is "The Boston Tea Party as Political Protest." One understanding goal might be: "Students will understand the features that make the Boston Tea Party like other political protests from various historical periods." Another might be: "Students will appreciate the state of mind incited by deprivation of civil rights." There is never a "right" list of understanding goals. The point is to lend focus to the ensuing instruction.

3. *Understanding performances.* We have already defined understanding performances and discussed their importance as the heart of developing understanding. Here we only add that teachers need to design understanding performances that support the understanding goals, and that students should be engaged in performances that demonstrate understanding from the beginning to the end of the unit or course. A classroom might devote several weeks (or even months) to a generative topic. Throughout this time, students would engage in a variety of understanding performances (supported by appropriate information from texts and the teacher) on that topic and a few chosen goals. Successive understanding performances would present students with progressively more subtle but still accessible challenges. Ultimately, students might develop some "culminating" performance of understanding such as an extended essay or an exhibition.

4. *Ongoing assessment.* Traditionally, assessment comes at the end of a topic and focuses on grading and accountability. These are important functions in many contexts, but they do not serve students' learning needs. To learn for understanding, students need criteria, feedback, and opportunities for reflection from the beginning of and throughout any sequence of instruction. We call this process "ongoing assessment."

Occasions of assessment might involve feedback from the teacher, from peers, or from students' self-evaluation. Sometimes the teacher may give criteria, sometimes engage students in defining their own criteria. While there are many reasonable approaches to ongoing assessment, the constant factors are shared and public criteria, regular feedback, and frequent reflection throughout the learning process.

These four concepts delineate what we have found to be the core elements of instruction that put disciplinary understanding up front. Of course, they do not address every condition that affects student understanding. Other factors such as classroom structure and teacher-student relationships play important roles as well. The framework is meant only as a guide, which keeps the focus on understanding while allowing teachers room to design units and courses that suit their particular styles and priorities as practitioners in their disciplines.

What's New Here?

"Aren't we basically talking about good activities?" you might reasonably ask. We are indeed talking about teaching with good activities—good activities "plus." It is the "plus" that is the special contribution of this framework.

While teachers have always sought to teach with good activities, often those activities do not involve performances of understanding. For instance, a *Jeopardy*-style history quiz, an art activity of drawing the Boston Tea Party, a follow-the-recipe-style science experiment all can be engaging activities. But, typically, they do not press the learners to think well beyond what they already know. While some teachers often engage students in understanding performances, their curriculum may lack the focus provided by thinking in terms of carefully selected generative topics and goals for understanding. Or some students may not receive the ongoing assessment needed to help them learn from the performances of understanding.

Indeed, some of our most interesting work in developing this framework has been with teachers who already do much, or even most, of what the framework advocates. They tell us that the framework gives them a language and a philosophy. It helps them to sharpen the focus of their efforts. Frankly, we would be suspicious of the framework if the kind of teaching it advocated came as a surprise to most teachers. We hope instead that it will look familiar: "Yes, that's the kind of teaching I like to do—and sometimes, even often, *do* do." As emphasized earlier, teachers already strive to teach for understanding. So this performance view of teaching for understanding does not aim at radical, burn-the-bridges innovation. Its banner is not "completely new and wholly different" but a just-as-crucial "more and better." ■

Authors' note: We wish to thank the Spencer Foundation for its generous support of this research.

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HOW TO BUILD

It makes sense to start at the bottom, at the foundation, and build up. A sound systematic approach.

However, you can do something you can't do with real buildings: start in the middle. Say with the second floor, filling in ideas you already have for performances, then working down to goals and generative topics.

Also, planning is dynamic. You can rough out the foundation, fiddle with the first and second floors, then go back and fill in the foundation. Then work on the third floor a bit and add a little more to the second floor. Feel free!

4th Floor

3rd Floor

2nd Floor

1st Floor

Foundation

Sequence of Events

Sequence the Performances with Other Events, such as Information Input from Well-Selected Sources, to Provide a Rich, Coherent, and Satisfying Learning Experience that Builds Understandings.

Ongoing Assessment

Adjust Some Understanding Performances To Provide Students with Rich Feedback:
- Through your evaluations
- Through self-evaluation
- Through other students' evaluations

Understanding Performances

Organize Learning around Approachable but Challenging Understanding Performances Related to the Goals:

Kinds of Thinking Such As:
- Explaining
- Justifying
- Making connections
- Imagining
- Deducing
- Etc.

Imbedded in Activities Such As:
- Debate
- Role playing
- Group discussion
- Teaching one another
- Writing, drawing
- Etc.

Understanding Goals

← goals

Express Goals in This Form:
- Learners will understand . . .
- Learners will appreciate . . .

Generative Topics

Choose or Transform Topics For:
- Centrality to the discipline,
- Accessibility,
- Richness in implications and connections.

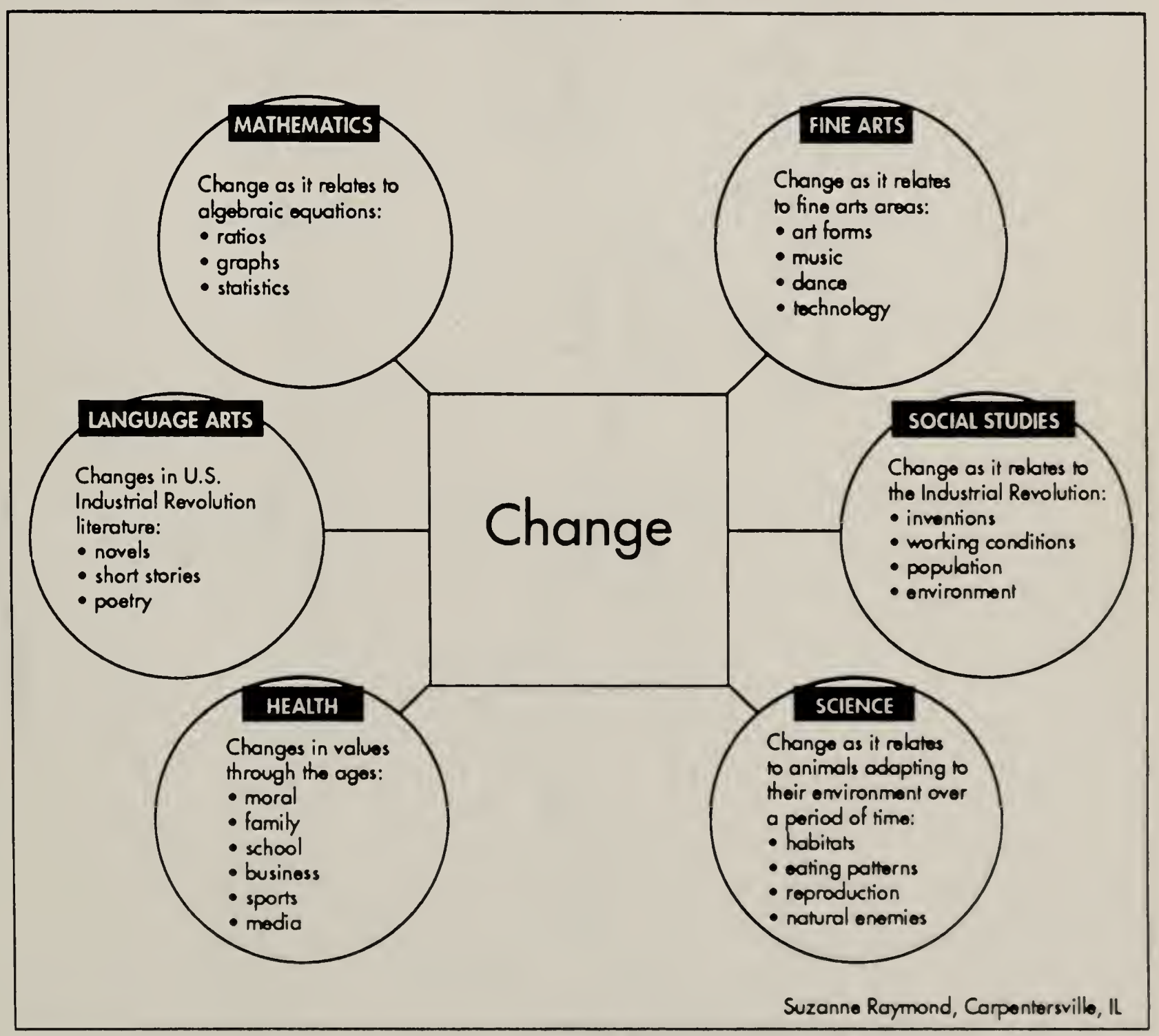
Building Instruction that Builds Understanding

N 1

by Robin Fogarty

SAMPLES

A theme is designated as the central idea and used as an overlay to the various content areas for an interdisciplinary approach.

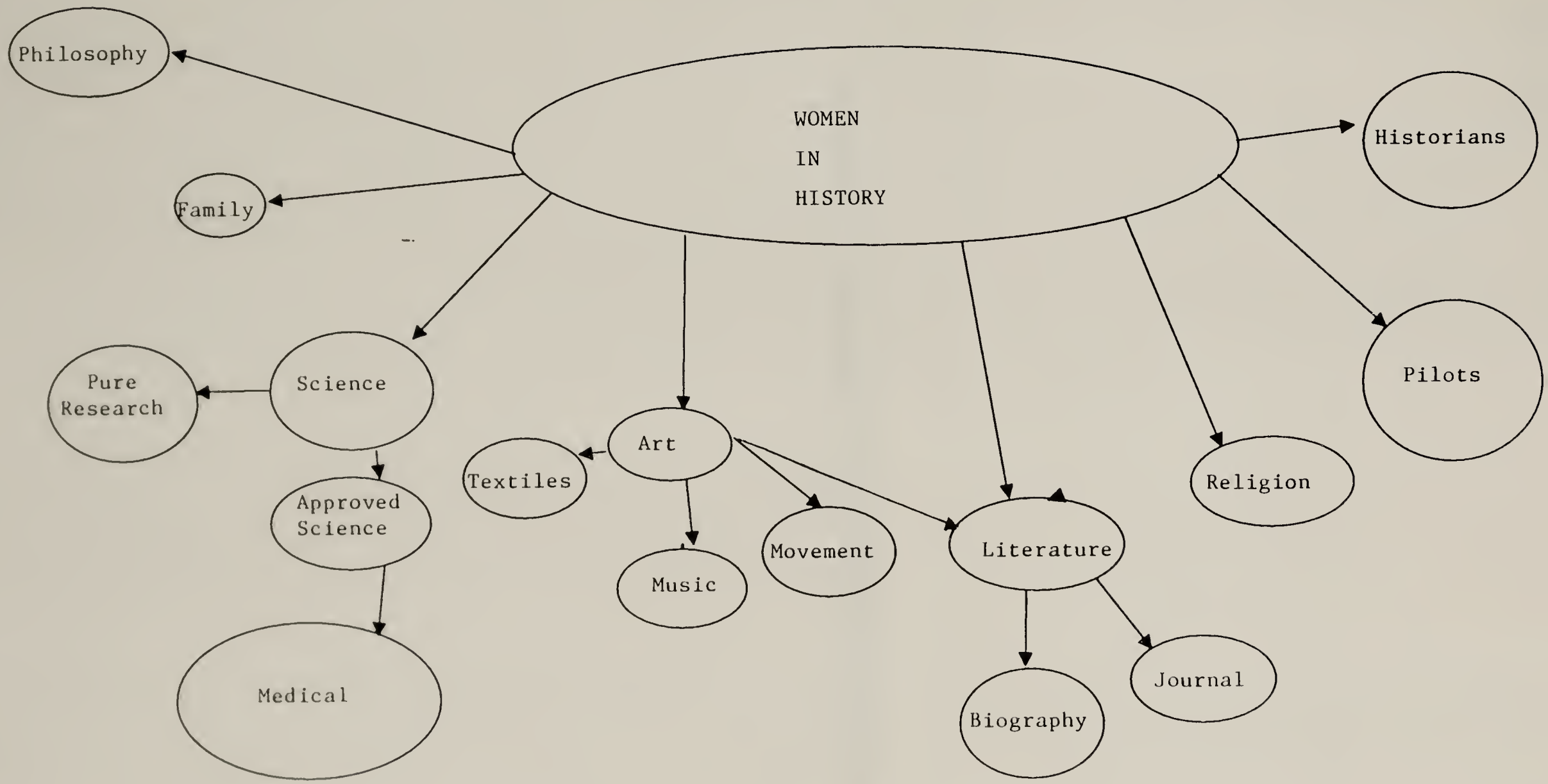


Suzanne Raymond, Carpentersville, IL

Notes & Reflections

In this webbed model, the theme provides a fresh lens with which to frame and view content. The theme acts as a common umbrella that is visible to students as they work in the various content areas. It's an easy integration model for the learner.

GENERATIVE TOPIC WEB



Appendix C. Assessment Form, Key Renaissance School

PUPIL PROGRESS REPORT
KEY SCHOOL OPTION PROGRAM
INDIANAPOLIS PUBLIC SCHOOLS

IPS

School _____ Telephone No _____

School Year _____

Student's Name _____

Room _____ Group _____ Birthdate _____

Teacher _____

Principal Patricia J. Bolaños

To the Parents or Guardians

The purpose of any reporting is to give you an accurate picture of your child's progress. It is hoped that the Progress Report being used this year, along with the Parent/Student/Teacher Conference System, will give you the kind of information that you, as parents, want to know about your child. Your child's progress will be measured on individual academic growth. We encourage you to call or visit the school any time you have a question about your child's school work. In addition, we also welcome your comments and suggestions on how to make this progress report more meaningful to you.

Duncan N.P. Pritchett Jr.

Duncan N.P. Pritchett Jr.
Interim Superintendent

REPORTING PERIOD

_____ TO _____

ATTENDANCE REPORT

	1	2	3	4	Final
Days Present					
Days Absent (Excused)					
Days Absent (Unexcused)					
Times Tardy					

Upon evaluation of your child's physical, intellectual, and social development, as evidenced by this Progress Report, your child has been assigned to _____ for the next school year.

EVALUATION KEY:

N Slow Progress; Needs Help
S Steady Progress
R Rapid Progress
Participation *(See Definition of Terms)*

DEFINITION OF TERMS

Progress is determined by three factors: documented classwork, the Key School Developmental Performance Descriptors, and the chronological age of the student.

Slow Progress - Needs Help
The student is making slow or negligible progress and therefore, additional assistance is recommended.

Steady Progress
The student is constantly improving at a steady rate along the developmental continuum.

Rapid Progress
The student is performing at an accelerated rate along the developmental continuum for a student of his/her chronological age.

Shows Exceptional Promise
The students shows signs of early giftedness in a particular area of intelligence as recognized by a minimum of two adults who are experts in that particular area.

Participation
Active Participation:
- Δ Intrinsically Motivated:
  Student shows enjoyment and involvement in activity for its own sake regardless of external support or punishment.
- □ Extrinsically Motivated:
  Student responds only to teacher-initiated activities and/or reward system.

Passive:
- O Little or no effort to participate.

Disruptive:
- X Interferes with others being able to participate.

SEVEN INTELLIGENCES

LINGUISTIC

English Teacher _____
- Listening _____
- Speaking _____
- Writing _____
- Reading _____
- Participation _____

Comments: _____

Spanish Teacher _____
- Listening _____
- Speaking _____
- Writing _____
- Reading _____
- Participation _____

Comments: _____

MUSICAL

Music Teacher _____
- Symbol System and Composition _____
- History, Literature and Repertoire _____
- Tool Manipulation (using the Voice or Instrument) _____
- Self Evaluation _____
- Participation _____

Comments: _____

LOGICAL-MATHEMATICAL

Mathematics Teacher _____
- Number Sense _____
- Computation _____
- Problem-Solving _____
- Measurement _____
- Participation _____

Comments: _____

Research Teacher _____
- Multi-Media _____
- Participation _____

Comments: _____

Science Teacher _____
- Problem-Solving _____
- Participation _____

Comments: _____

SPATIAL

Science Teacher _____
- Environment _____
- Life Cycle _____
- Participation _____

Comments: _____

Visual Arts Teacher _____
- 3-Dimensional Art _____
- Drawing _____
- Painting _____
- Design _____
- Aesthetics _____
- Art History _____
- Self Evaluation _____
- Participation _____

Comments: _____

Geography Teacher _____
- Locations _____
- Participation _____

Comments: _____

BODILY-KINESTHETIC

Physical Education Teacher _____
- Bodily Awareness and Movement _____
- Physical Fitness Management _____
- Group Interaction Management _____
- Participation _____

Comments: _____

Health Teacher _____
- Nutrition _____
- Wellness _____
- Community Concerns _____
- Participation _____

Comments: _____

INTERPERSONAL

Family Life Teacher _____
- Relationships _____
- Participation _____

Comments: _____

Learning Communities Teacher _____
- Caring, Empathy and Understanding _____
- Negotiations _____
- Teamwork _____
- Leadership _____
- Sharing Resources _____
- Participation _____

Comments: _____

History Teacher _____
- The Democratic Ideal _____
- Cultural Diversity _____
- Global Perspective _____
- Participation _____

Comments: _____

INTRAPERSONAL

Flow Activity Teacher _____
- Choices _____
- Participation _____

Comments: _____

Pods (_____) Teacher _____
- Strengths _____
- Participation _____

Comments: _____

Projects (_____) Teacher _____
- Connections _____
- Self-Knowledge _____
- Participation _____

Comments: _____

SHOWS EXCEPTIONAL PROMISE —
MERITS ADDITIONAL OPPORTUNITIES
Teacher _____

Comments _____

Parent/Teacher Conference

_____
Parent's Signature

_____
Teacher's Signature

Appendix D. Special Needs Study

AUDITORY CONCEPTUAL FUNCTION

Key to Reading and Spelling Problems, Including Dyslexia

From the earliest days of education in the United States, efforts to teach reading and spelling have resulted in part of the population experiencing failure or difficulty. Reading programs from McGuffey's Reader through Sight Word, Language Experience, Intensive Phonics, Linguistic, Whole Language, and all other programs have success with some students, but not with others. Schools have poor readers and non-readers, year after year, without regard to the chosen reading program.

These problem readers become the "Learning Disabled" population. The more severely disabled are called "dyslexic." Contrary to the impression given in many television programs, dyslexics do not see letters upside down and backward. *Dyslexia* is a term used to signal an unexplained difference between adequate spoken language and poor reading/spelling in spite of normal intelligence and opportunities for schooling.

The Problem Identified

Clinical study has identified an underlying problem in reading disorders: **incompletely developed auditory conceptual function**. The problem can be resolved with specific treatment. This results in significant improvement in reading and spelling for dyslexics and also those with less severe reading and spelling problems.

This auditory ability to register and compare the sequence of sounds within spoken words is also called *phoneme segmentation* or *phonological awareness*. The **primary cause** of lack of this cognitive judgment is neurophysiological, and it appears throughout the population, without apparent linkage to race, sex, cultural factors such as education and socio-economic class, or even intelligence.

The **secondary symptoms** are adding, omitting, substituting and reversing sounds and letters in reading and spelling. The same kinds of errors can also occur in speech. It is often thought that individuals are just not paying attention when they mispronounce words, or that they see letters inverted or scrambled when they spell "gril" for girl, and "cret" for correct or read "steam" for stream, "litter" for letter, "saw" for was; "dad" for bad, etc. These errors are symptoms of the underlying problem. Persons who cannot judge the sequence of phonemes (sounds) within spoken words cannot grasp how our alphabet code represents words. **They cannot judge how what they say matches what they see.**

The evidence is increasingly clear. Basic research, accumulating clinical results, and classroom findings are now substantial. **Auditory conceptual function/ phonological awareness is directly related to literacy skills.**

A published test, the LINDAMOOD® Auditory Conceptualization (LAC) Test*, is available for evaluating this phoneme segmentation ability. A lack of development in this cognitive area prevents a person from using phonics. A severe lack is usually evidenced in reading and spelling errors that are grossly unphonetic, or in persons being non-readers and non-spellers. Even a minor lack of development has an effect; it interferes with a person's ability to recognize and self-correct reading and spelling errors. This is not a problem for just those of below-average intelligence. Even gifted individuals with this cognitive dysfunction are caused to perform below their potential in literacy.

One reason this factor has escaped detection is that persons can *say* a word without being conscious of its component sounds. It has been thought that if you could say a word, you would be able to discriminate its sequence of sounds. This is not true for a significant percentage of the population. Although only four (4) percent of the population are color blind and cannot discriminate colors, thirty (30) percent of the population have auditory conceptual difficulty, from a moderate to a severe degree.

The Solution

The solution to the problem in differentiating sounds within words is **conscious input to the brain from another sense modality—feeling.** Feeling the action of tongue, lips, and mouth shape in producing speech sounds gives the sounds an additional dimension. The sequence of sounds and letters involved in reading and spelling can be **verified** through this additional feedback to the brain. The **integration** of this auditory, visual, and motor information enables children or adults to become self-correcting readers and spellers because they can THINK about how to read and spell.

The Result

In extensive clinical and classroom use, persons from developmentally delayed to gifted have been able to improve their ability to THINK about the phoneme segments within words. The work can be done preventively with children in the primary grades. The results are lasting. A ten-year longitudinal study shows that stimulation in the primary grades results in a wave of higher literacy development, which is reflected annually in language arts test scores in the eightieth percentile range from kindergarten into high school.

Stimulation of auditory conceptual development does not replace existing reading and spelling programs. It can be used with all published materials. When auditory conceptual stimulation is made available to primary students, as an introduction to the reading/spelling process, it accelerates reading and spelling development and prevents disabilities. Children can respond more adequately to the reading and spelling programs in use, so that their literacy skills *emerge naturally* as their spoken language did.

Intensive auditory conceptual stimulation for adults with lifelong reading and spelling difficulties is also consistently effective. These individuals can become independent in reading and spelling at the level of their oral vocabulary within three to ten months, depending on the degree of auditory conceptual dysfunction and the amount of daily instruction received. (A published program for remedial and developmental work is available—Auditory Discrimination in Depth—ADD.)

An underlying cause of difficulty in responding to literacy instruction is undeveloped auditory conceptual/phonological awareness. If this problem is addressed, rather than the reading and spelling errors which are symptoms of the problem, a conceptual base can be established for literacy. This base enables both children and adults to respond more effectively to literacy instruction.

Treatment, Training and Published Programs Available

Lindamood-Bell Learning Processes, 416 Higuera Street, San Luis Obispo, CA 93401
(800) 234-6224 • (805) 541-3836

Branch Offices:

9215 Ward Drive

445 Marine View Dr., Ste. 290

VISUALIZING AND VERBALIZING for LANGUAGE COMPREHENSION

Nanci Bell

From a presentation at the American Imagery Conference

A college student was asked to describe how he remembered what he read. He thoughtfully stated, "I make movies when I read...the words turn into images in my head and I simply recall the images." His comprehension skills were at an advanced level. He could recall, infer, predict, and evaluate information...and he attributed these strengths to visualizing.

Is visualizing related to language comprehension? The answer is yes. Research and clinical experience have verified that imagery is directly related to language comprehension. **Images are the means by which we connect to language.** Individuals with good comprehension report that they image easily. However, individuals with weak comprehension report not seeing anything when they read or seeing only a few fleeting images. They often describe that "words go in one ear and out the other."

Individuals with difficulty imaging language also have difficulty connecting to the entire content or concept of what they read and hear. These individuals may be family members or peers, as well as children performing below their potential in school. When they read, or listen, they often grasp a few facts but get lost after a few sentences. This means they can recall some specifics but can not generalize and create a "whole" or "gestalt" from the information. They get "parts."

The ability to process language and thoughts in gestalt form is critical to many functions in life. Reading comprehension, oral language comprehension, and oral language expression are all affected by the lack of imaging to gestalts.

Reading Comprehension

As stated above, reading comprehension is profoundly affected by imagery or the lack of imagery. Individuals with weak reading comprehension do not image well and do not form gestalts from the information. They are forced to reread material numerous times in order to recall any facts and then frequently cannot infer, predict, or evaluate the information.

A senior in college couldn't image well and his reading comprehension was very weak. He was doing very poorly and had saved all the "heavy" classes for last. Studying was frustrating and fatiguing for him. Although he could decode the words well, his reading comprehension became weak at a fourth grade level. He said, "I have to read each sentence three times, try to make it stay in my head, and then go on to the next sentence and do the same thing. It usually makes no sense at all when put together."

Higher level comprehension skills such as getting the main idea, inferring, concluding, predicting/extending, and evaluating, require a gestalt from which to process. If language is only connecting in parts, then these skills are usually weak and very difficult to develop through usual instructional procedures in school.

Children who "read well" but have weak comprehension are not usually termed dyslexic and are not usually placed in special reading classes. If placed in a special class the remediation is often just simply reading paragraphs and answering questions. Unfortunately, without developing im-agery to form gestalts, the child's comprehension skills usually remain weak resulting in continued frustration and poor performance . They are often mis-diagnosed as "not trying" or "inattentive." The following is an example of children such as this that have progressed to 12th grade. It is also an example of the effectiveness of the treatment process, "Visualizing and Verbalizing," that successfully develops imagery and comprehension.

The superintendent of a small high school in California called the Lindamood Language and Literacy Center for assistance with students that were not passing the reading part of the proficiency test necessary for high school graduation. Decoding weakness was anticipated but instead the students were able to read paragraphs through the tenth and twelfth grades with very few decoding errors. Their problem was that they could not recall information at that level. After all those years of school most students had to be taken as far back as the third and fourth grade passages to get full recall. A senior boy explained, "It's just words, man".

When Visualizing/Verbalizing treatment was completed in a few months, all but two of the students passed the proficiency test. The same senior boy commented that he now read books for book reports rather than going to the movie. He said, "Now, I turn the movies on in my head when I read. It's like being my own director."

Oral Language Comprehension

Individuals may also have difficulty processing oral language since they may not be able to image and comprehend more than "parts" of what they **hear.** The dysfunction may be severe and labeled "aphasia," or moderate and affecting "normal" individuals.

Karen was a wife, mother, and college graduate, who experienced an oral language comprehension problem as well as weak reading comprehension. Her decoding level was extremely high but her comprehension became unstable after the second grade level. She admitted to difficulty recalling or understanding conversation. She was having marital difficulties due to communication problems. Her husband had grown impatient with her continual questions and requests for him to repeat information already given. She was bright and verbal but had difficulty

understanding language and expressing herself succinctly.

She and her husband sought marriage counseling but it was ineffectual. The basis of counseling is language interaction but Karen was not able to successfully process the language in the sessions. Hence, unsuccessful counseling and communication.

She always thought she was a "bad listener" or that she just "didn't pay attention" and was perhaps not as smart as other people. After Visualizing/Verbalizing treatment, her comprehension skills improved to the high school/college level.

She expressed feeling "smarter" in conversation and didn't need to ask for information to be repeated. She said, "When I find myself not getting it, I just turn the movies on in my mind and then I understand."

Expressive Language

An interesting phenomenon emerged in the Visualizing and Verbalizing treatment sessions to develop language comprehension. Although the sessions were focused on stimulating visualization, expressive language was remarkably influenced. This led to the awareness that individuals with weakness in language comprehension usually have some weakness in expressive language. They may be described as "quiet" and were often not able to express themselves well. Others were verbal but their verbalization was scattered and difficult to follow. Their language wasn't succinct and often lost focus.

Following Directions and Behavior

This language comprehension/expression weakness may generate a range of symptoms. Individuals may exhibit poor auditory memory, difficulty following directions, or behavior problems. Although not all behavior problems can be attributed to language comprehension weakness, it is a factor to consider in many cases. Individuals who cannot grasp or create gestalts from language generally have difficulty with the concept of "cause and effect." If they are connecting to parts they are not able to comprehend the whole of a given situation. They may not appreciate the consequences of their actions and become frustrated with intervention that usually begins with language. The "talking to" by parents or teachers may often be misunderstood.

A second grade teacher was presenting an art history lesson to his class. He was at the front of the room with his students seated on the rug in positions of choice. A number of children scurried to be in the first row, some chose the second row, while others chose the last row or scattered themselves a little farther from the front.

As he presented the lesson, he was interesting, animated, and articulate for his second grade learners. Initially all the students were attending and well behaved. They wanted to be "good". However, within a few minutes, some students began to lose attention, began wiggling, became moderately disruptive and the teacher had to interrupt his presentation to bring them back to the lesson. What had happened?

As the lesson was presented verbally, the students with inappropriate behavior had not been able to stay connected to the language. They initially attended to the lesson, but in only a few minutes were lost and disconnected. It is probable that their "behavior problems" were caused or contributed to by "language problems".

Treatment

Imagery can be stimulated to develop language comprehension and expression. The Visualizing and Verbalizing program develops imagery from one word and extends through sentence by sentence processing to whole paragraphs and pages of text.

Images are used to create gestalts from language. Individuals are then able to develop the skills of identifying the main idea, drawing inferences, predicting, and evaluating. They are able to verbalize their images using "structure words" such as size, color, and background to direct their expressive language.

This process begins at a very basic level and has been effective even with individuals previously unable to image. Once the individual becomes able to image automatically, from both oral and written language, significant gains occur in reading comprehension, oral language comprehension, oral language expression, and paragraph writing.

A twelve year old boy, named Dan, entered treatment with a second grade reading comprehension level, weak vocabulary, and an oral language comprehension level at a 6-3 mental age. He had attended speech therapy, language handicapped classes, special reading classes, resource specialists, and finally was placed in a private school for reduced class size. Although able to articulate words, he was very quiet. His mother had tried to read to him as a child but he didn't attend well. His leisure time was primarily spent watching television. He wasn't a behavior problem, except that he tended to touch or tease his peers inappropriately. This behavior was probably due to his inability to express himself with language.

After a year and a half of "Visualizing/Verbalizing" treatment, thirty minutes a day, Dan's vocabulary level improved, his reading comprehension developed from a second to a seventh grade level, and his oral language comprehension went from a 6-3 to a 14-11 mental age level. His expressive language improved and he began interacting appropriately with his peers.

Summary

Imaging is so basic and natural to thinking and language processing that we may have assumed the imagery process. Aristotle said: "Man cannot even think without mental images." **It is likely that imagery is the foundation for language comprehension and thinking skills.**

This specific language dysfunction can occur no matter what age, gender, background, or education. It often goes untreated. The Visualizing and Verbalizing program requires specific steps and interaction with individuals but it is easily learned and applied, more importantly, it has resulted in significant growth for all individuals. ❐

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Sacramento, CA • San Diego, CA • Kansas City, MO

Appendix E. Letters of Support

MOHAWK TRAIL REGIONAL SCHOOL

Philip A. Dzialo
Principal
26 Ashfield Road
Shelburne Falls, MA 01370

Telephone 413-625-9811
Fax 413-625-6652

To Whom It May Concern:

Please accept this letter of support on behalf of the originators of the Shelburne Falls Community Charter School.

I have watched with much interest the efforts of this very involved core of parents and community members. They have researched Gardner's work on multiple intelligences and integrated it into a program of study for middle level students. Additionally, the concept of community based internships is very interesting.

I support alternatives for all students in the educational realm. The option of private, public, parochial and charter schools should be available to parents and students as they begin the process of educational decision making. I can certainly attest to the fact that this group of charter school parents is committed and enthused about their project.

Sincerely,

Philip A. Dzialo
Principal

– *Project Zero* –
Harvard Graduate School of Education
Longfellow Hall
Appian Way
Cambridge, MA 02138

November 16, 1994

To whom it may concern:

We are enthusiastic about a working relationship with the Shelburne Falls Community Charter School. We have had numerous discussions with the community about the design and vision of their school and fully support their endeavor in bringing a new, albeit replicable, vision for schooling. Elements of the proposal that we feel are powerful focus on:

- teaching for understanding, with a focus on year-long throughlines, student engagement in performances of understanding, and ongoing assessment
- project-based learning, where students take responsibility for their own learning through rich, long-term vehicles of inquiry
- community-based apprenticeships, where learning is contextualized in meaningful and purposeful work
- ongoing vehicles of assessment, which include portfolio assessment and learning-centered assessment, incorporating the frequent use of rubrics and feedback against standards

Project Zero is currently moving in the direction of engaging in several long-term, professional development relationships with schools and networks of schools across the country and within the commonwealth, based on a strong foundation of research within schools.

We look forward to an opportunity to participate in the growth of a charter school that can serve as a possible model for other community schools within the commonwealth.

Chris Unger
Research Associate

phone: 617•495•4376 fax: 617•496•4288

SHELBURNE FALLS AREA BUSINESS ASSOCIATION

75 Bridge Street • P.O. Box 42
Shelburne Falls, MA 01370
(413) 625-2544

Shelburne Falls Area
Business Association

November 10, 1994

Ms. Dede Heck
P.O. Box 144
Shelburne Falls, MA 01370

Dear Ms. Heck:

The Shelburne Falls Area Business Association has a long track record of support for our local public schools. The possibility of a charter school being granted in Shelburne Falls would be an exciting educational option for our youth and a valuable addition to the thriving downtown area. Your proposed vision of tying the school into local businesses for employment and apprenticeships is in keeping with the cooperative community spirit of Shelburne Falls itself and the work of the Business Association.

The Shelburne Falls Area Business Association supports the pursuit of a charter school in Shelburne Falls and is very interested to learn more details as this plan develops. The accomplishments of this small rural village (restoration of the Bridge of Flowers, creation of a Village Information Center, a comprehensive marketing plan to bring visitors to the village) have become a model and an inspiration for much larger cities and towns across the Commonwealth. The example of "can do" attitude which has been set by this community can only serve as a valuable foundation from which to draw strength for the ambitious endeavor you undertake in applying for a charter school, and hopefully implementing the Shelburne Falls Charter School.

Sincerely,

Michael McCusker

Michael McCusker, President
Shelburne Falls Area Business Association

MASSACHUSETTS

P
A
W
M

Partnership for the Arts in
Western Massachusetts

20 Bridge Street
Shelburne Falls
Massachusetts 01370

February 1.1995

To whom it may concern,

The Partnership for the Arts in Western Massachusetts would like to take this opportunity to express its strong support for the River Charter School. The PAWM is a non-profit, community art school and we are keenly aware of the need for an alternative secondary school program in this community. The vision of the River Charter School is exciting and extremely appropriate for this community . The plans tap into the rich vein of resources that run through our comnmunity and make this area such a vital place.

We look forward to being a part of the River Charter School and providing art education as part of their curriculum . In a rural community such as ours there are limited resources for students and few academic choices and feel that this school would provide the students with choices that would broaden their horizons and expose them to a multitude of experiences that are not available through other channels. The school's plan to draw upon the varied and skilled artists, professionals and business people is excitng, and appropriate in this small and close-knit community . There is available to the school a large number of adults with a broad range of skills who will be able and willing to provide time and energy to this school.

The concept of this school is appropriate to this community and we look forward to having them in our town and in supporting their efforts in any way that we can.

Sincerely,

Harvey Schaktman, President PAWM

FRANKLIN COUNTY TECHNICAL SCHOOL

Industrial Boulevard
Turners Falls, Massachusetts 01376

Walter Welch
~~DAVID E. FILKINS~~
Superintendent Director

PATRICIA J. BASSETT
Asst. Supt. Director

Carpentry Shop
Franklin County Technical School
Industrial Boulevard
Turners Falls, MA 01376

Bonnie Wodin
Shelburne Falls Charter School Committee
Heath MA 01346

Dear Bonnie:

I am writing to express my support for the formation of the proposed Charter School for this area. The Charter School Committee impresses me as an extremely bright, dedicated and educationally wise group of parents, teachers and community members who have come together to establish an alternative public school. Combining good intentions, solid community support and intelligent planning, I believe the Charter School will be of great benefit to many students.

The Charter School will be able to draw upon the unique community of well-educated craftspeople, tradespeople and artists who live in this area for input and involvement in their aim of assisting students in gaining an appreciation for the 'world of work'. These connections will enable the school to develop teaching methods and 'industry' involvement which have the potential to make students' learning experiences truly 'applied' ones.

As you know, I teach Carpentry at the Franklin County Technical School, and have long been involved in educational reform activities both within my building and across the state. I have seen the effectiveness of education which ties learning to doing, and work to classroom, and believe that the 'apprenticeships' which are envisioned by the Charter School will be truly effective educational experiences for your students.

Sincerely,

Ken Rocke

Ken Rocke
founding team member, Academic Vocational Integration Project at FCTS

2/7/95

I am the director of Silver Birch, The Shelburne Falls Center for Dance. The Shelburne Falls Charter School Collaborative and Silver Birch have been involved in building a relationship, which centers on teaching dance, and exploring interdisciplinary learning structures, crossing over between art, creative writing, dance and music. For the past 15 years, I have been exploring the multiple learning process with structures designed to create an environment for investigation, with my own students. We will utilize; Creative Movement, Modern Dance, and Improvisational techniques as a catalyst for the exploration of different themes concerned with deepening the awareness of self in relationship to our world. The classes will take place at Silver Birch dance studio, located at 5 State St. Shelburne Falls, MA.

I look forward to continuing and offering my work through our collaborative efforts with The Shelburne Falls Charter School Collaborative, in the upcoming school year.

Sincerely,

Dance Turner

Director Silver Birch,
The Shelburne Falls Center for Dance

Mohawk Trail Regional School District

ASHFIELD STAR ROUTE SHELBURNE FALLS, MASS. 01370 413 625-2555

January 18, 1995

To whom it may concern:

We are writing to support the formation of a Charter School in our community. We are one vote short of unanimous in endorsing the Shelburne Falls Educational Collaborative. Thus, we look forward to pursuing links between the Charter School and the Mohawk Trail Regional High School, (which includes our middle school).

As our public school pursues innovative program changes, to meet the individual needs of more students, we are hopeful that the Charter School will interface with our expanded curriculum.

Please feel free to contact us with any further questions.

Sincerely,

Local Education Council
Mohawk Trail Regional High School

PROJECT UPDATE

Use Prevention: Drug, Alcohol and Tobacco Education

February 3, 1995

To Whom it May Concern:

I am writing to express my enthusiasm in establishing a working relationship with the River Charter School in Shelburne Falls. It is very exciting for my program at Greenfield Community College to be able to connect and work with the charter school. We are already connected to a number of area schools and organizations, and feel that is part of the function of a community college.

I see many possibilities with this connection. Students may take classes at Greenfield Community College, our athletic fields can be used by the charter school, their students can participate in our awareness days and cultural events, their teachers can attend workshops at GCC, and in many more ways. I see the charter school as an enrichment to educational choices here in Franklin County.

I look forward to the opportunity to participate in helping the River Charter School in any way possible. It will be a tremendous asset to have in Franklin County.

Sincerely,

Jeff Coulson

Jeff Coulson
Coordinator

Greenfield Community College, One College Drive, Greenfield, MA 01301
(413) 774-3131, ext. 274

Mohawk Trail Regional School District

ASHFIELD STAR ROUTE SHELBURNE FALLS, MASS. 01370 413 625-2555

January 21, 1995

To whom it may concern:

I am writing to highly endorse the granting of a Charter to the Shelburne Falls Charter School Collaborative.

As an active member of Mohawk Trail Regional High School's Local Education Council. I have watched the momentum grow for a charter school in our community. We have a large number of children who are home schooled. Many of those students, of all academic abilities, would apply to the Charter school.

I have known Dedie Heck as an involved community member for many years. I feel confident in her dedication and ability to work in both a leadership role and as a team member to develop a vibrant, innovative and practical program. She is a person who has boundless energy combined with a strong sensitivity to the needs of those around her.

Having attended a number of Charter School meetings, I feel that the group which has initiated the effort, are dedicated to and capable of, creating a school which will meet the needs of many teenagers in our community.

I hope this information is useful to you.

Sincerely,

Ellen Kaufmann

Ellen Kaufmann
Member, Local Education
Council Mohawk Trail
Regional High School

ANALYTICS
Inc.

227 West Leyden Road
Colrain, MA 01340-9622 USA

Phone:(413) 624-5557
FAX:(413) 624-5557

Feb., 1, 1994

To Whom It May Concern:

PAX Analytics is a manufacturer of computer-based environmental monitoring equipment as well as a developer of software dealing with environmental issues. Our products are geared toward secondary school courses in environmental science.

PAX Analytics welcomes the initiative of the Shelburne Falls Charter School Collaborative to establish a charter school in Shelburne Falls. I have read their proposal and am excited about the prospect of my company's involvement in the school's program. I would strongly consider participating as a mentor as well as offering apprenticeships. PAX would also consider using the school, if the interest were there, as a beta test site for our products.

I encourage the Executive Office of Education to extend a charter to this school.

Sincerely,

David Greenberg
President

YOUR PERSONAL BEST

Glenn and Donna Brooks
5 Pine Street, Northfield, MA 01360
Phone 413 498 5325
FAX 413 498 5509

January 26, 1994

To whom it may concern,

As both a parent and co-producer of radio programming that focuses on innovation and learning tools, I wholeheartedly and enthusiastically support the formation of the Shelburne Falls Charter School.

Over the years I have looked into many systems, read critics and passionate articles and personally applied various ideas and methodologies. I have discovered that there are a few elements of education so key and so basic they can make a world of difference to any student. Yet these elements are often either ignored or pushed to the side to make way for loftier ideals. Children, and adults for that matter, must be validated for what they do understand and how they learn best. There is a wealth of variety in how learning occurs and a successful teaching-learning relationship exists when possibilities are sought and new pathways explored. A good system is one that can recognize and develop intelligence in all its guises. Secondly the work Children do must allow them to feel a part of the rest of the world or school has no meaning. Apprenticeships, hands on field exploration in bloc time, and support for project based, proactive initiative is needed desperately. Thirdly Children must be able to experience positive and loving relationships from with both teachers and other students. In our increasingly fast-paced and mechanized labor market it is becoming apparent that people with communication and conflict resolution skills are more equipped to discern customer needs and effectively handle both inter and external corporate problems. Positive and loving relationship, along with specific training in interpersonal relationships provide a safe and early framework to develop as a clear and accountable human being. Lastly, Children need to know that it is part of life to fail. Failure is not something to avoid at any cost. We can learn more from our mistakes than our successes if we fail working at something that stretches our capabilities and fuels our passion. We need schools that are prouder of kids who have failures because they are taking risks and reaching for dreams than schools that are proud of mediocre achievements.

The Shelburne Falls Charter School appears to be addressing these, as well as other points, in a concrete and well thought out way. I believe they deserve their charter because even half a dozen schools conceived with such insight and commitment could revive the educational system of the whole state.

All the Best,

Donna Brooks

ROBERT HURWITZ
80 Munson Street Greenfield MA 01301 413/774-4218

Shelburne Falls Charter
School Collaborative
PO Box 144
Shelburne Falls MA 01370

February 1, 1995

To Whom It May Concern,

This is a letter to express my hearty endorsement of both the Charter School principle and, specifically, the Shelburne Falls proposal.

The two principles of experimentation in education and community participation and control are, I believe, vital to the progress of American education beyond the present goals of universality and consistency, which have become more of an obstacle than a benefit.

While federal funding of public education might necessitate the requirement of national standards for the "public good", it should not undermine the participation of the community in the formulation and implementation of educational objectives.

The Charter School program offers the possibility for the kind of creative remodeling of contemporary schooling that could rebuild confidence in education, inspire students to explore and discover the full range of their potential, and recreate a foundation for meaningful community.

As a parent with some training and experience in experiential education and community service, I applaud the Shelburne Falls Collaborative in its emphasis on the development of wholesome social skills, holistic project-based curricula, school-parent-mentor partnership in guidance, and active community interaction in the learning process.

This balanced approach to learning is education in its purest sense: a "drawing out", both of the potential of the student and the strength of the community which, ultimately, is the primary teacher in any society.

Pilot projects such as proposed by the Shelburne Falls Charter School Collaborative can be a seed of innovation and renewal within education and for the broader social ground which both nurtures it and is replenished by it.

I endorse your efforts and wish you many fruitful harvests.

Respectfully,

Robert Hurwitz

Robert Hurwitz

P.S. Please include my son, Justin Schumacher (age 14), on your list of potential students.

To whom it may concern,

This letter is written in support of the application of the River School for Charter School status.

In general, whatever the State can do to foster responsible, experimental educational efforts certainly seems to me to be laudable. Raising our own two children we exposed them to both public and private school systems. The alternative private schools benefitted them greatly, yet these were almost prohibitively expensive and/or took the children far away from their home environment and their local neighborhood community.

I think the River School may give access to such creative, resourceful education to children who otherwise would not be able to afford it.
It will allow kids who do want alternative education to remain in the close network of their community and to help build and effect that network.
The very effort to experiment is most easily and efficiently carried out in small pilot programs and is most likely to succeed where highly motivated parents are guiding the education of their very own children.

I am myself in the process of establishing a small educational institution which will provide classes in Tai-Chi, meditation and yoga and I look forward to finding ways of connecting with the River Charter School.

Sincerely,

Anthony Walker

Anthony Walker
2/3/95

Alison Childs
February 7,1995
135 Windy Hill Road
Shelburne Falls, Mass. 01370

River Charter School
PO Box 144
Shelburne Falls, Mass. 01370

As an educator of eleven years and a parent in West County, I am excited and optimistic about the formation of the River Charter School. I am committed to the process of progressive and creative education for my own children and all the children in the community. I know that this school will provide the kind of education that our community needs. I am confident in knowing that the River Charter School will provide an alternative high school experience for children who may desire a more independent, creative, community-based education. This school is needed in our community and I fully endorse the establishment of this school.

Sincerely Yours,
alison Childs

Alison Childs

Philip E. Pless
PO Box 194
Ashfield, MA 01330
(413) 628-3959

The Shelburne Falls Charter School Group
PO Box 144
Shelburne Falls, MA 01370

October 29, 1994

Dear Charter School Group,

I am writing to express my excitement with your efforts to create a secondary public school in Shelburne Falls. Your mission statement seems well thought out and I know that time will fill in many details.

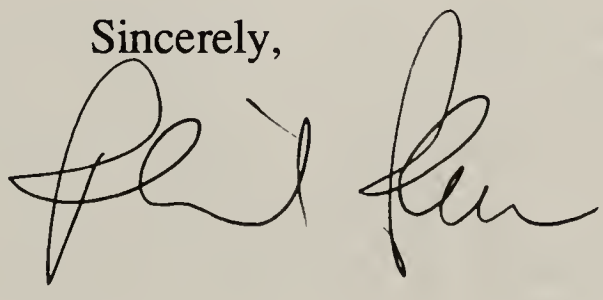
A public alternative is certainly needed for those students who don't feel challenged by the present, traditional public school and can't afford the cost of private school tuition.

I have some concerns with size and how "small" you are considering this school will be. The main complaint I hear from students about The Academy at Charlemont is that it's too small. What plans do you have as far as basic academic coursework for college preparation? As a mediator, I'm glad to see your desire to make conflict resolution a core to all aspects of the program.

I look forward to following your progress and will await the public meeting to hear more.

Good luck with your application.

Sincerely,



RFD #1
49 Wilson Graves Rd.
Shelburne Falls, MA 01370
Nov. 11, 1994

To Whom It May Concern:

I am writing in support of the Shelburne Falls Charter School Group. Franklin County desperately needs an alternative to the traditional systems our public schools operate under. I have taught here for thirteen years and know the heartache of seeing students that just don't fit the mold that traditional learning styles work for. Some of these students are very bright and creative and become frustrated with their own difficulties and their teachers' inabilities to deal effectively with their individual needs. Other students that I've seen become disenchanted with learning come from Springfield and Holyoke because their parents want them to get out of the city but cultural differences quickly label them and isolate them.

The Shelburne Falls Charter School Group has some excellent ideas and expertise that will work. The concentration of cultural resources already available in Shelburne Falls; small class sizes; close contact with faculty and adult mentor/advocate; mixed age grouping; cooperative learning experiences and community service projects are critical to being able to match each individual's multifaced intelligence and learning style.

The model of a traditional educational system does not work for many students and the resources are not always available to parents to seek alternate solutions to their childrens' educational needs. Nor can a traditional public school with it's rigid systems meet all students' needs. The Shelburne Falls group has the trained personnel and the resources to conduct a much needed public school with unique solutions in West County. Please support them and the public schools by granting them this charter. Thank you for your hard work and consideration.

Sincerely,

Anne Larsen

Anne Larsen

102 New Athol Road
Orange, MA 01364
November 15, 1994

Shelburne Falls Charter School Group
P.O. Box 144
Shelburne Falls, MA 01370

To Whom It May Concern:

My husband and I were most pleased to read in the paper of your plans to begin a school that caters more appropriately to the way many students learn. As a nurse, I understand the developmental tasks and realize that not all students learn in the same way. We have a small leather business located a short way from Shelburne Falls and offer our help through it in any way possible. We would be willing to give classes, help conduct a leather carving club or use the business as an apprenticeship. Please keep us informed to your progress and let us know if we can help in any way.

Sincerely,

Ronald and Judith Rowe

William H. Guild
Forget Rd.
Hawley, MA 01339

January 31, 1995

To Whom It May Concern:

I am writing to express my support for the proposed Shelburne Falls Charter School. Based on my experience as a teacher, I am convinced that this school can be most successful.

There are many aspects included in the Shelburne Falls group's proposal that I think are of great merit. Among these, there are several that stand out to me. These include project based learning, a school wide thematic approach that ties together what all students are studying in all their classes, interdisciplinary study, community based apprenticeships, and parental involvement in each student's schoolwork.

This is a school that can foster critical thinking and inspire enthusiasm for learning in its students.

The Shelburne Falls Charter School is a well thought out and well organized endeavor. It can offer not only quality education to its future students. It can also serve as a laboratory and help reinvigorate secondary education throughout the Commonwealth.

Sincerely,

William H. Guild

William H. Guild

2-5-95

Dear S.F.C.S.C.

We have twins currently in the 5th grade in Greenfield and are very VERY interested in your charter school. I had wanted to organize society similar here, but have not been able to devote the time yet. Is it possible for Greenfield residents (yours?) to attend? I would be very interested in helping with the planning organizing - set-up work if it is possible. I do know Sandy Forrest already.

Our children were very excited about the idea of a charter school (when I was thinking about it) and especially the idea of community service + job-related project, which they came up with themselves.

Please let me know if, and how we can help. We will be out of town until Feb 17; after that, I'll do anything!

Sincerely
Kathe + John Jaworski
Alivia + Kevin
Bryan
(the kids)

Radisson.
READ HOUSE HOTEL & SUITES
Chattanooga, Tennessee • (615) 266-4121

48 Peabody Ln Gfield 774-4055

February 7, 1995

To Whom It May Concern,

I am writing this letter to let you know of my desire for and my support of the River Charter School in Shelburne Falls.

Yours,

Rachel Popowich
4 Norman Road
Ashfield, Ma. 01330
(413) 625-9863

De Graff Studio Pottery
Butternut Clayworks
83 Newton St.
Greenfield, MA 01301
Feb 5, 1995

To Whom It May Concern:

I am writing in support of the proposed Shelburne Falls Charter School Collaborative. I am a professional studio potter and teacher of pottery and currently maintain a studio pottery in Greenfield. I am also the mother of a child who, though intellectually gifted, learns most effectively in ways that engage her physically.

As school budget constraints continuously cut art, music, physical education and vocational skills classes, I worry about that percentage of children whose strengths lie in just those areas. In my many years of teaching teenagers and adults, I have been forced to come to terms with the many different ways different people learn. Some learn through their fingertips and some through their intellect. As a teacher of arts and crafts I must appeal to a balance of the two spheres - intellectual and physical.

One of my most rewarding experiences as a teacher was witnessing the transformation of L.J. She came to me at the age of 22, a college drop out married to a PH.D. candidate at U. Mass. A very intelligent young woman in search of her medium, she found it in clay, just as I did 20 years ago. Like me, she had to struggle hard to establish basic mechanical skills. But unlike me she had inner battles - with severe dyslexia and the concommitant lack of confidence that dyslexic people who have failed in traditional settings are prone to. She found in ceramics a medium in which she could express herself artistically and at the same time offer the continuing challenge the mastery of a craft demands. After a 2 year apprenticeship with me, she moved to Santa Fe and found work in a studio pottery/

gallery - selling, making pots and teaching.

The River Charter School will offer children who learn through their hands the diversity of educational experiences to set them on the journey to find their life's medium. It will provide people like me, craftspeople in the community, with an opportunity in the most meaningful of ways, passing on our experience and knowledge to the next generation. I wish I lived in Shelburne Falls and could be part of this exciting opportunity.

Sincerely,
Leslie DeGraff

Li Asiatic Antiques
Box 188 D Warner Hill Road
Charlemont, Mass. 01339

Ellen M. Miller Ph 413-339-5362
John D. Meyer Fax 413-339-0154

January 1995

Dear Dede,

This is a letter to show our support for your work in starting a Charter School in Franklin County. As parents of three children, aged 13, 9 and 6 we are very interested in alternative, community based education in the West County Area. Please keep us informed on your progress and let us know if there is anything we can do to help.

With Best Wishes and
Thanks for your work,

Ellen Miller
Ellen Miller

John Meyer
John Meyer

Jan 30, 1995

This letter is to convey my support for a Charter School in the Shelburne Falls area. I feel that many of the children in this area - including my own - would benefit enormously from such a school. I believe it is important for a child to have a more personalized involvement with his/her education than is available in our present middle/high school. I also feel that community involvement is an important aspect in the transition into adulthood. A charter school would certainly fulfill these needs as I see them.

Sincerely

Sally Wetherbee

SALLY WETHERBEE
91 REYNOLDS ROAD
SHELBURNE, MA 01370

Local parents group applies for alternative school charter

By VIRGINIA RAYBUCK
Recorder Staff

SHELBURNE FALLS — Imagine a high school right in the heart of Shelburne Falls that teaches everything from academics to artisans' trades.

That's the vision of a local group of parents who are applying for one of 25 charters available for alternative schools in the state as a result of the 1993 Education Reform Law.

Buckland resident Elizabeth Heck is a member of the core group of organizers seeking to meet the Nov. 21 deadline for applications.

"We're working like crazy but have a lot of loose ends to tie up," said Heck, who is soliciting public letters of support for the project.

"We want to have the school in the village because it feels like there's such great resources there, and opportunities for apprenticeships, and also because it would alleviate costs to use some of the under-utilized spaces in town," she said.

The group envisions education revolving around individual learning plans for all students, based on each one's particular learning style, need and interests.

Heck said the group is interested in work being done now by Harvard University in its "Teaching for Understanding" project, based on the work of Howard Gardner. That project, based on Gardner's theory of multiple intelligence, sets up a model through which "a person learns in the area of his greatest strength," said Heck.

Apprenticeships and community involvement are also highlighted in the charter vision, as are portfolios of student work as a primary evaluation tool.

The group has written to local businesses seeking support in several ways, including space — probably four spaces, each around 900 square feet for classrooms — and affiliations with places like Memorial Hall, Arms Library, Cowell Gymnasium and the Art Bank.

They're also seeking a board of directors.

While the group envisions a first year with Grades 7 to 10, then expanding to include Grade 12, the way the state runs charters means that students from outside the Mohawk district could attend.

Heck said that the group hopes to accept 50 to 100 students, and if there are more applicants than spaces, places will be drawn by lottery.

A charter school is a public school operated by a board of trustees and open to all students. Although state-funded, charters operate independently of the local school district — Mohawk Trail Regional.

But in this case, both share many of the same goals according to Heck and Mohawk Trail Regional High School Principal Philip Dzialo.

"A charter, as an independent school, gets to make decisions apart from state mandates, and so it provides a flexibility people would love to see in public schools but isn't always possible," said Heck. "We're interested in being involved with Mohawk, we want to be mutually beneficial."

"I think what they're trying to do is develop a program that is very similar philosophically to what we'd like to do," said Dzialo. "And they have the advantage of working with small numbers of kids. I would have no problem sharing resources and philosophies and training programs with these people."

"Everybody in our group wants to see our ideas shared with Mohawk," said Heck. "We want an active sharing with Mohawk. And we're lucky, because local officials are supportive."

Massachusetts Executive Office of Education policy analyst Jose Afonso handles charter applications.

He said that the five-year charters are granted to applications with "innovative and creative approaches to delivering education."

"The key is replicability," said Afonso. "We want these schools to have a greater impact than simply to serve the students that are attending them. We want them to be educational models to benefit the larger school districts."

To send a letter of support, or find out more about the charter, write Shelburne Falls Charter School Group, P.O. Box 144, Shelburne Falls, or call Heck at 625-9291.

Gill Planning Board won't meet Thursday

GILL — The Gill Planning Board has canceled its Thursday meeting. The next regularly scheduled meeting will be Dec. 8 at 7 p.m. at the town hall.

MISSED YOUR PAPER??

If you have NOT received your Recorder by 6:45 a.m. DAILY or by 8:00 a.m. on Saturdays and holidays, please call our Customer Service Representative by 10:30 a.m. and we will promptly deliver a replacement copy to your home.
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The Recorder

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GARY and NANCY MELEN

Greenfield, Mass
The Recorder 11/9/1994

50 signatures collected in 6 days

other sheets can be seen upon request

I support the efforts of the Shelburne Falls Charter School Collaborative to establish a free public alternative secondary school in Shelburne Falls to serve the needs of the West County community.

Name	Date	Town
Denise Dwelley	2/3/95	Conway, Ma
Christopher Finch	2/3/95	Buckland Ma
Charlotte McLaughlin	2/3/95	Shelburne, MA
Dennis W Burns	2/3/95	Shelburne, MA
[illegible] Medical	2 6 95	Ashfield, MA
Robert DANE	2/6/95	Heath MA
Rita Maccini	2/6/95	Colrain, MA
Nancy A. Smith	2/6/95	ASHFIELD, MA.
Michele Rousseau	2/7/95	Charlemont / Shelburne Falls MA
Vladimir Volovchenko	2/7/95	Greenfield Mass
[illegible] Bardsley	2/7/95	Deerfield, MA
Jean McClure	2/7/95	Amherst MA
Sarah Mather	2/7/95	Conway, Ma
Kathleen Drumheiser	2/7/95	Buckland, MA
Bill Wood	2/7/95	Colrain MA
Ann King	2/7/95	Colrain, MA

For further information please contact the Shelburne Falls Charter School Collaborative at: PO Box 144, Shelburne Falls, MA 01370

APPENDIX F

SUSAN J. SHAUGER
Upper Street
Buckland, Massachusetts 01338
(413) 625-2680 (Home)
(413) 774-3807 (Office,

EDUCATION

UNIVERSITY OF MASSACHUSETTS, Amherst, Massachusetts
Certificate of Advanced Graduate Study (C.A.G.S.), June 1988,
School of Education, Division of Educational Policy, Research and Administration
48 credits represent the following courses:

- Teachers and the Law
- Educational Policy and the Law
- Legal Basis of School Administration
- Collective Bargaining, Education and the Law
- Staff Development
- Organization for Curriculum Development
- Situational Leadership in Schools and Organizations
- Principles of Supervision
- Sexism, Racism and Internalized Oppression
- Research for Non-Research Majors
- Managing Decline (Post Proposition 2 1/2)
- School Personnel Administration
- Elementary School Administration
- Secondary School Administration

WESTERN NEW ENGLAND COLLEGE SCHOOL OF LAW, Springfield, Massachusetts
J.D., May 1986 (evening student teaching full time 50 miles from WNEC)
Activities: Steering Committee, Women's Law Association - 1983-84, 1984-85
Elected class representative, Student Bar Association 1984-85

Non-Degree Work in Education (40 credits), 1967 - 1980
UNIVERSITY OF MAINE, Orono, Maine
HARVARD UNIVERSITY, Cambridge, Massachusetts
UNIVERSITY OF MASSACHUSETTS, Amherst, Massachusetts
NORTH ADAMS STATE COLLEGE, North Adams, Massachusetts
HARTT SCHOOL OF MUSIC, West Hartford, Connecticut

OBERLIN COLLEGE, Oberlin, Ohio
M.A.T. (Master of Arts in Teaching), June 1967
Awards: Full tuition scholarship

HOPE COLLEGE, Holland, Michigan
B.A., English/Biology, June 1965
Awards: Dean's List for 4 years; Honors sections: English, Spanish; Beta Beta Beta, National Biology Honor Society

PROFESSIONAL ARTICLES/PRESENTATIONS

In-service: South Hadley Public Schools, 1988-89
- "Teachers and the Law" (3 half-day presentations)

Presenter: Massachusetts Bar Association Conference for Teachers and Lawyers, Western New England School of Law, September 30, 1988
- "The First Amendment in the Elementary School Classroom"
- "Using Lawyers as Resources in Elementary and Middle School Classrooms"

Presenter: Massachusetts Association for Law Related Education Conference, University of Massachusetts, October 13, 1988
- "Lawyer-Teacher Partnerships"

Respondent to a paper on equity in vocational schools, April 25, 1987, Massachusetts Department of Education Task Force on Equity in Secondary Schools.

Respondent, Massachusetts Association for Law Related Education Conference, University of Massachusetts, October 27, 1986
- "Constitutional Controversies and Their Educational Implications,"

Presenter: Legal Career Conference for Women, Western New England College School of Law, February 8, 1986
- "Sex Discrimination in Employment"

CERTIFICATION

- Admitted to Massachusetts Bar
- Massachusetts Notary Public
- Certified Mediator
- Gesell Developmental Examiner
- Massachusetts Teaching Certificate #86468:
  - 01 - Elementary Teacher, K-8
  - 11 - Secondary English
  - 18 - Secondary Biology
  - 82 - Elementary Principal
  - 83 - Secondary Principal
  - 85 - Superintendent of Schools

ORGANIZATIONS

- American Bar Association (ABA)
- Massachusetts Bar Association (MBA)
- Franklin County Bar Association

COMMUNITY

- Clerk, Board of Directors, Franklin County Mental Health Center, 1990 to present
- Member, Board of Directors, New England Learning Center for Women in Transition
- Member, Buckland Planning Board

RESUME OF

Joanne M. Sheedy

ADDRESS: 66 Water Street
Shelburne Falls, MA 01370
Telephone (413) 625-8300

EMPLOYMENT:

July, 1994-Present — Vermont National Bank, Brattleboro, VT
Loan Review Officer
My responsibilities are to assess the quality of the commercial loan portfolio with the goal of minimizing loan losses to the Bank. I perform financial analysis including a summary of a borrower's balance sheet and income statement. I work with Lotus 123, Wordperfect, QuattroPro and Smart Database software on a daily basis to compile reports which are presented to the Bank's Board of Directors.

August, 1991-July, 1994 — United Savings Bank, Greenfield, MA
Commercial Credit Analyst
My responsibilities included analyzing loan proposals and business financial statements for commercial borrowers. The analysis included spreading financial statements utilizing LOTUS 123, and preparing commercial loan reviews summarizing borrower's operations, balance sheet, cash flow, debt service ability and collateral coverage. Additionally, I was responsible for the implementation of the Bank's internal loan review system. I worked directly with Commercial Lenders, and reported to the President of the Bank.

August, 1984-August, 1991 — Shawmut Bank, N.A., Springfield, MA
Senior Commercial Credit Analyst
I analyzed business financial statements using LOTUS 123 and prepared written reports using Wordperfect. I worked closely with Commercial Loan Officers and clients to prepare reviews in a timely manner. I participated in training new Analysts and coordinated the daily work flow. I attended Loan Meetings and kept detailed minutes.

August, 1982-January, 1983 — Designpoint Industries, New York, NY
Assistant Bookkeeper
My responsibilities included maintaining the Accounts Receivable and Accounts Payable systems for a sportswear company. Also, I supervised the invoicing office, organized daily shipments, prepared monthly commission statements for sales representatives, and prepared payroll and bank reconcilliations.

EDUCATION: American International College, Springfield, MA
Bachelor of Arts Degree in Economics, awarded May, 1982
References will be furnished upon request.

Cynthia J. Caporaso
RR 1 Box 226
Hillandale Road
Charlemont, MA 01339

(413) 339-8658 Home
(413) 774-7407 Work

EDUCATION

Antioch New England Graduate School
Keene, NH

Master of Education,
Administration and Supervision
Graduation Date - April, 1995

West Chester University
West Chester, PA

B.S., Music Education
1973

PROFESSIONAL EXPERIENCE

Girls Club of Greenfield, Inc.
Greenfield, MA

Child Care Center
Girls Programming

Executive Director — 1987 to present

Responsibilities include: board development, fiscal management, personnel, proposal writing, state contract negotiation and implementation, public relations, physical plant, fund raising, transportation contracting, supervision of daily operations at three sites, licensing and regulatory responsibilities, program development.

Assistant Director — 1985-86

Responsibilities included: bookkeeping, staff scheduling, assistance with budgeting, assistance in hiring, purchasing, record keeping, state, USDA, and county accounts receivable, accounts payable.

Teacher/Director-School Age Program — 1982-83

Responsibilities included: planning and implementing curriculum for approximately forty school age children who attended the club when not at school; held parent meetings; wrote newsletters.

Pen Argyl Area School District
Pen Argyl, PA

Music Teacher — 1974-77

Taught general music classes to kindergarten to sixth grade students; developed experiential curriculum.

RESUME

JOY ALLEN DAVENPORT

Soc. Security # 040-28-0278
MA. Certification # 18302

Home Address: Orchard Hill-Colrain Road, Shelburne, MA. 01370
Telephone: (413) 625-6802

Business Address: Greenfield High School
Address: Lenox Avenue, Greenfield, MA. 01301
Telephone: (413) 773-3639

ACADEMIC SUMMARY:

High School — MacDuffie School, Springfield, MA.
June, 1951

B.A. — University of New Hampshire, Durham, NH.
June, 1955
Major: Fine Arts/Social Studies

Saint Marylebone Literary Institute
London, England
June, 1962
Major: English History

M.A. — University of Massachusetts, Amherst, MA.
June, 1970
Major: Guidance and Counseling

C.A.G.S. — University of Massachusetts, Amherst, MA.
June, 1975
Major: Humanistic Behavior

TECHNICAL SKILLS:

Administration; leadership, problem analysis, problem solver, budget, motivator of people and ideas, personnel, communication skills, career counseling, personal counseling, family counseling, teacher K-12, curriculum development.

PROFESSIONAL EXPERIENCE:

September, 1975 to present	Director of Alternative Programs: Work Study, Community Internships, Independent Study Programs. Team Leader, Career Education. Concurrent College Enrollment: Grant Writer. Career Counselor-See attached job description. Counseling: Shaping career resource center, faculty-student workshop organizer, group sessions for girls. Grant Administrator. History teacher.
September, 1966 to August, 1975	Teacher of Sociology, Psychology, and Problems of Democracy--Twelfth grade students, Greenfield High School: Advisor of Student Senate, Model Congress and Coach of Girl's Tennis.
	Working two afternoons a week as a psychotherapist at Franklin County Mental Health Center. Member of Project Decision--a project of the State Board of Education with public schools, as they relate to drugs and alcohol.
	Chairperson of Planning Committee for Drug Abuse Workshops, for Franklin and Hampshire Counties: Advisor for "Relevant" discussion groups, an out-growth of student strikes of '70s: Student at the University of Massachusetts.
June, 1965 to August, 1966	Executive Director of Lynn Girls' Club; membership of 1100, staff of 32 (full and part-time); program planning, social work, building maintenance, budget planning. Director of Summer Camp.
September, 1963 to June, 1965	Teacher of Modern European History-Tenth grade students, Greenfield High School. Introduced Sociology (see previous Greenfield paragraph for other activities), Psychology, Human Relations, and Introductory Law. Curriculum development.
September, 1962 to June 1963	Dean of Students at the Beard School, New Jersey. Teacher of Ancient History; Advisor of Student Government, Speaker for P.T.A.
August, 1959 to June, 1962	Administrator of U.S. Air Force School Dormitories. Dean of Women. Girls' residence of 500 boarding students; staff of 25 English and American women; Social, Psychological and Academic Counseling; Program Planning for Leisure Time Activities; Budget; Building Maintenance; Discipline of Students; Liaison between American Military personnel and British civilian employees: Bushy Park School, Teddington, Middlesex, England.
September, 1956 to June, 1959	Teacher of Art and Art History, House in the Pines, Norton, Massachusetts: House Counselor for high school and junior college students.
September, 1955 to June, 1956	Art Supervisor for six elementary schools in Hudson Falls, New York.

PRACTICUM EXPERIENCE:

June, 1969 to August, 1969	Greenfield Community College. High risk freshmen in special summer program to build better self-image as potential college students; Director and Counselor for high school equivalency tutoring program.

RESEARCH AND PUBLICATIONS, et cetera:

Speaking Engagements:	November, 1969; New England Personnel and Guidance Association, Boston, MA. - The value of visual studies for high school students.
	January, 1970; Greenfield P.T.A.; Innovations in Social Studies Curriculums.
	February, 1970; Drug abuse workshop for Berkshire County; the role of the community and the drug abuser.
	September, 1970; Catholic Guild; Understanding young people and their relationship to the drug culture.
	April, 1971; Project Decision; drug education in the secondary schools today.
	May, 1971; Greenfield Community College; guest lecturer; humanistic education and its place in the public school system.
	Spring and Fall, 1977; Senior Citizen Groups; Good mental health, how to attain and keep it as we grow older.
	May, 1981; Right to Work Committee, Washington,DC.
Articles:	Group Counseling with adolescent girls, Personnel and Guidance Journal, April, 1978.
Research:	Family and its influence on the individual members: Hypothesis: Young adults behave in society and interact with their family group predicated to a large extent on their family organization and/or the amount of cohesiveness present within the family group.
	The value of work/study courses for the high school student: Hypothesis: Schools should become leaders in the area of providing young people with the opportunity to participate in meaningful experiences and in helping students learn to share themselves with others. (In operation at GHS.)
	Impact of T.V. on young (3-12) children.

Sandra Anne Founds

99 Main St.
Shelburne Falls, MA 01370
Home (413) 625-6067
Work (413) 625-9717 TWF

Date of Birth : January 24, 1954
Married with two young children

Experience

7/93 - present	Brattleboro Retreat; Brattleboro, VT Nurse Practitioner Medical Clinic
12/91 - present	West County Physicians; Shelburne, MA Family Nurse Practitioner Provided full-scope family care in office
1/93 - 7/93	Brattleboro Memorial Hospital; Brattleboro, VT Per Diem OB Nurse Staff nursing
9/88 - 12/90	Greenfield OB-GYN Associates, P.C.; Greenfield, MA Certified Nurse Midwife Provided full-scope ob-gyn care in office and hospital
2/88 - 8/88	Community Medical Center, Chicopee, MA Family Nurse Practitioner in ambulatory care emphasized gyn. Also, FNP at Westover Job Corps, emphasized young adult care, gyn and male STD's
8/85 - 9/88	Elm St. Prenatal Center and Providence Hospital, Holyoke, MA Certified Nurse Midwife Provided full-scope obstetric care in office and hospital
9/83 - 12/83	Bellaire General Hospital, Houston, Texas Registered Nurse, ICU
1/82 - 7/83	Beth Israel Hospital, Boston, MA Registered Nurse, High-risk antepartum, normal postpartum, normal newborn nursery

P.O. Box 16
Heath MA, 01346
February 6, 1995

Bonnie Wodin
Shelburne Falls Charter School Committee
Heath MA

Dear Bonnie,

I am writing to express an interest in becoming a member of the Board of Trustees for the new Charter School. I know that you would prefer a resume', but I hope that a brief description of my involvement in education will suffice for the time being.

Although I graduated with a BA in Sociology from Beloit College in 1970, I also spent two years previously at Shimer College in Mt. Carroll, Illinois. Both schools pioneered in interdisciplinary programs, and Beloit at that time had a co-op work requirement for all students. After three years' study in Japan, I returned to this country and became a carpenter. After seven years of construction work, I began teaching Carpentry at Franklin County Technical School, where I remain to this day.

I have been working with a reform-minded group of teachers at FCTS for the past several years, and am a founding member of the Academic Vocational Integration Project. The AVIP program seeks to improve learning for all students in both shop and classroom, and has a strong component designed to facilitate learning for the 45% of our students who are labeled as 'special needs' students. This program won a competitive state-wide grant to further develop integration strategies; we have remained active both within our building and across the state, participating in regional presentations, and helping to guide reform efforts at FCTS. I am currently co-teaching a course at FCTS for our fellow teachers on academic-vocational integration strategies. My colleague, Judy Cummings, and I have been invited to present on integration at a national conference this June.

I believe that my long involvement with interdisciplinary and work-centered teaching, together with my in-depth understanding of current vocational-technical education in Massachusetts would enable me to contribute effectively to the Board of Trustees of the Charter School.

Sincerely,

Ken Rocke

Ken Rocke

RESUME

Andrew W. Jaffe
Box 382/Academy Hill
Conway, MA. 01341
(413)-369-4778

Educator/ Musician/ Composer–
Arranger/Author

"...the best teacher you could ask for..."
Branford Marsalis, interviewed on NPR by Ben Sidran

EDUCATION

1977 M.M. in Theory/Composition, UMASS, Amherst
1975 Private study in Composition with Hugo Norden, Boston
1974 Studies in Arranging/Composition, Berklee College of Music, Boston
1973 B.A., St. Lawrence University, Canton, N.Y.
1971 Junior Year Abroad at University of Geneva, Switzerland
1969 Graduated Amherst Regional High School (MA.)

EDUCATIONAL ACTIVITIES AND EXPERIENCE:

1992: Taught International Jazz Workshop, School of Music, Valletta, Malta
Since 1993: *Director of Jazz Performance* and *Artist-in-Residence* in Jazz, Williams College
Since 1991: *Instructor of Music* 35-36, *Jazz Theory and Improvisation*, Amherst College
Since 1991: *Instructor of Music* 212, *Jazz Theory and Improvisation*, Williams College
1991–1993: *Lecturer in Music* (Jazz Theory and Jazz Arranging),*Tufts University* Music Dept.
Since 1989: *Instructor of Jazz Piano, Williams College*
1991–1993: *Director, Tufts University Jazz Ensembles*
1991: Invited to serve as review panelist by the National Endowment for the Arts Music Program
Since 1990: *Director, Williams College Jazz Ensembles*
Since 1987: *Teach Jazz Piano, Direct Jazz Ensembles, Amherst College*
1989–1993: Taught Jazz History Interterm courses at Amherst
1988–1991: Taught Jazz Piano and Improvisation at Holyoke Community College; Community Music School of Springfield (MA.)
1987: Faculty, Jazz-in-July, UMASS, Amherst
1984–1989: Visiting Lecturer, Westfield State College (MA.). Taught: Jazz Ensembles; Jazz Theory/Arranging; Jazz History; Applied Piano; Jazz Improvision
1984–1989: Adjudicator, National Association of Jazz Educators (NAJE) ensemble competitions (New England)
Since 1981: Clinician, Artist-in-Residence, Guest Lecturer at various institutions, including: Wesleyan University, University of Maine, Mt. Holyoke College, Greenfield Community College, New York Institute of Technology, Springfield (MA.) Public Schools, Schools for American Dependents (Germany), Ministry of Culture (MALTA), Institut Musical de Formation Professionelle (FRANCE), among others.

1977–1981: *Faculty, Berklee College of Music, Boston,*. Taught: Ear Training, Form and Analysis, Theory, Composition, Arranging Courses and Ensembles
1978: Faculty, Bernstein Festival of American Music
1976–1977: Teaching Assistant to Professors Frederick Tillis and Max Roach, UMASS, Amherst. Taught and developed materials for MU219 (Jazz Theory and Improvisation)
1976–1977 Assistant Director, UMASS Jazz Workshop
Since 1976: Offered private instruction in Jazz Piano/Theory

AUTHOR OF

1988 First-ever examples (with analysis) of jazz harmonic practice to be included in Workbook for Piston's Harmony (pp. 154-55 of current edition)

1987 *Contributor* of twenty biographical articles to *New Grove's Dictionary of Jazz*

1983 Wrote *JAZZ THEORY*, published by Wm. C. Brown Co., "...a much-needed and important new contribution to the jazz education literature...truly comprehensive and highly recommended..." (from a review by Robert Dawley, Purdue University in the May, 1984 MUSIC EDUCATOR'S JOURNAL)

COMPOSER OF

Over 100 original compositions and arrangements for jazz and chamber ensembles

MUSIC PUBLISHING

- Big-band and Sextet arrangements *published* by *SUMMIT MUSIC PUBLISHING*, Minneapolis, MN.
- Original jazz compositions published by CEORA PUBLISHNG COMPANY (BMI), Conway, MA.

WINNER OF

1975, 1981 Highly competitive *Music Composition Fellowships* from the *ARTISTS FOUNDATION*, Inc. (judges included Max Roach, Jaki Byard, Dr. Billy Taylor, among others); Finalist in 1980

CURRENT PERFORMING GROUPS

- *Co-lead Piano Duo with Tom McClung*; listed on New England Foundation for the Arts Touring Roster
- *Co-lead 20-piece Big Band with Professor Bill Lowe* of Northeastern and Yale Universities
- Lead Recording Sextet